DOCUMENT RESUME

ED 273 527 SO 017 420

AUTHOR	Ediger, Marlow
TITLE	Teaching the Social Studies: A Collection of Essays.
PUB DATE	86
NOTE	120p.
PUB TYPE	Collected Works - General (020) -- Viewpoints (120)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Academic Achievement; Citizenship Education; Computer Uses in Education; Continuing Education; Cultural Education; Curriculum Guides; Curriculum Problems; Elementary Secondary Education; Essays; Evaluation Methods; Instructional Effectiveness; Instructional Improvement; Learning Strategies; Religious Education; *Social Studies; *Teacher Education; *Teacher Effectiveness; Values Education

ABSTRACT

The collection of 18 essays is intended to provide the educator with an understanding of specific aspects of social studies instruction and education in general. The essays include: "Objectives and Learning Experiences in the Social Studies"; "Studying Trends in Society"; "Social Studies: Process versus "Studying Trends in Society"; "Social Studies: Processes versus Products"; "Criteria, Software, and the Microcomputer"; "Games and the Microcomputer"; "Social Studies and the Learner"; "The Pupil, Religious Beliefs, and the Curriculum"; "Minority Groups, the Pupil, and the Curriculum"; "Citizenship Education and the Basics in the Curriculum"; "Issues in the Social Studies Curriculum"; "New Disciplines in the Social Studies'; "Myths in Education"; "Values Clarification and the Curriculum"; "Values and Issues in Society"; "Formative and Summative Evaluation"; "Unit Teaching and the Evaluation Process"; "Humanism in the Curriculum"; and "Assessing Pupil Achievement." Most of the essays contain references. (TRS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED273527

TEACHING THE SOCIAL STUDIES

(A COLLECTION OF ESSAYS)

BY

DR. MARLOW EDIGER
PROFESSOR OF EDUCATION
NORTHEAST MISSOURI STATE UNIVERSITY
KIRKSVILLE, MISSOURI 63501

S0017420

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Marlow Ediger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

Objectives and Learning Experiences in the Social Studies..1

Studying Trends in Society................................15

Social Studies: Processes versus Products.................30

Criteria, Software, and the Microcomputer.................40

Games and the Microcomputer...............................46

Social Studies and the Learner............................51

The Pupil, Religious Beliefs, and the Curriculum..........54

Minority Groups, the Pupil, and the Curriculum............62

Citizenship Education and the Basics in the Curriculum....................................65

Issues in the Social Studies Curriculum...................71

New Disciplines in the Social Studies.....................77

Myths in Education..86

Values Clarification and the Curriculum...................92

Values and Issues in Society..............................94

Formative and Summative Evaluation........................101

TABLE OF CONTENTS (Continued)

Unit Teaching and the Evaluation Process..................102

Humanism in the Curriculum................................103

Accessing Pupil Achievement...............................107

OBJECTIVES AND LEARNING EXPERIENCES IN THE SOCIAL STUDIES

Part One: Objectives in the Social Studies

Objectives for pupils to achieve must be selected carefully by teachers, principals, and supervisors. The objectives need to meet relevant criteria.

1. Are the objectives important for pupils to achieve?
2. Is it possible for learners to realize these stated objectives?
3. Do the objectives reflect interests of learners?
4. Are the objectives sequentially arranged so that success in learning for pupils is possible?
5. Have pupils been involved in selecting the desired ends?
6. Do the stated objective reflect intent pertaining to providing for individual differences?
7. Are high levels of thinking reflected in the outcomes such as critcal thinking, creative thinking, and problem solving?
8. Is adequate emphasis placed upon affective or attitudinal objectives?
9. Do the stated objectives emphasize pupil purpose in learning?
10. Will pupils have ample opportunities to engage in decision-making practices as revealed in the statement of objectives?

Issues in Selecting Educational Objectives

There are important issues in the selection of educational objectives which must be resolved by those involved in teaching-learning situations.

1. Who generally should select objectives for pupils to achieve? Teachers? Pupils? Programmers? Textbook writers?
2. How can balance be developed and maintained among understandings, skills, and attitudinal goals?
3. Who generally should sequence the order in which educational

objectives should be achieved? The teacher? Pupils? Programmers? Textbook writers?

4. How closely should educational objectives be sequenced?

5. How specific should educational objectives be stated?

6. Should measurable or general objectives be stated for pupils to achieve in teaching-learning situations?

7. Who should evaluate if pupils have achieved desired objectives? The teacher? The child? Programmers? Textbook writers? Writers of standardized tests?

8. How can teachers be guided in emphasizing consistency of objectives for pupils to achieve as the latter progress through elementary years?

General Objectives in the Social Studies

There are numerous advocates of utilizing general objectives in teaching-learning situations pertaining to the social studies. Reasons given for using general objectives in teaching social studies are the following:

1. Highly precise objectives do not stress relevant learnings for pupils. For example, the following is an important general objective and cannot be stated as a specific objective: To develop within the pupil feelings of an adequate self.

2. Educators are not certain as to which objectives pupils should achieve specifically. Thus, broad general objectives provide more flexibility in terms of what pupils are to learn.

3. When utilizing broadly stated objectives, pupils may continually realize these in greater depth. Concepts and generalizations, for example, are always achieved by individuals in greater depth in time and space.

4. General objectives are less time consuming to write as compared to specific objectives. Thus, the teacher may concentrate more upon selecting learning activities which pupils are to experience.

5. General objectives are more flexible to use in a variety of settings

used to group pupils for instruction. The objectives may be used in open space education, self-contained classrooms, departmentalized classrooms, homogeneously grouped situations, as well as heterogenously grouped classrooms. In open space programs, for example, pupils may select what they wish to learn as well as the media of learning from a specific learning center. Thus, individual pupils will achieve diverse goals from the same learning center.

Examples of general objectives would be the following:

1. to develop within the pupil an understanding that there are causes for happenings (effects) on the face of the earth. (Understandings objective relating to many units of study.
2. to develop within the learner understandings pertaining to the Middle East conflict. (Understandings objective relating to a specific unit of instruction.)
3. to develop within the learner skill to comprehend ideas effectively when reading social studies content. (Skills objective pertaining to any unit of study in social studies.)
4. to develop within the pupil skill in writing haiku poetry on the Middle East. (Skills objectives pertaining to a specific unit of study.)
5. to develop within the learner an attitude of wanting to learn more social studies content. (Attitudinal objective pertaining to any social studies unit.)
6. to develop within learners an attitude of appreciation toward contributions from people of the Middle East. (Attitudinal objective relating to a specific unit of study.)

Thus understandings, skills, and attitudinal objectives may cut across diverse units of study in the social studies curriculum. The objectives may also pertain to a specific unit of study.

Specific Objectives in the Social Studies

There are selected educators who advocate that objectives which learners are to achieve be written as specifcally as possible. These specific objectives would then follow the following criteria:

1. Pupils would reveal that objectives have been achieved. Thus, it can be observed if pupils have or have not achieved desired ends.
2. It is possible to measure if pupils have or have not achieved the

stated objectives.

3. The objective is stated in terms of what the learner will be learning and not what the teacher is to do.

- The following are examples of specific objectives for pupils to achieve:

1. The pupil will write a fifty-word paragraph pertaining to farming in the Middle East. (Cognitive objective)

2. The pupil will construct a model village of the Middle East. (Psychomotor domain objective)

3. The pupil will voluntarily read one library book on the Middle East and report its contents within a committee of five to seven members.

In each of these specific objectives it can be observed and determined if learners have or have not achieve desired ends.

There are selected cautions which must be observed when writing specific objectives.

1. Do not be content with stating objectives at the lowest cognitive level, e.g. the pupil will list in writing four capital cities of countries in the Middle East. This objective emphasizes rote learning and memorization of content. Objectives pertaining to critical and creative thinking as well as problem solving are of utmost importance to stress in teaching-learning situations.

2. Do write an adequate number of objectives pertaining to the affective domain. These kinds of objectives are difficult to write as specific objectives. However, it is of utmost importance that learners develop positive attitudes toward learning, self, and other human beings. There must be rational balance among cognitive, psychomotor, and affective domain objectives for pupils to achieve in teaching-learning situations.

There are definite advantages in using specific objectives in teaching-learning situations:

1. It is possible to measure if pupils have achieved desired objectives.

2. The teacher may measure the quality of his or her teaching by studying pupil achievement in terms of specific objectives that the latter has achieved.

3. Pupils must demonstrate or objectively reveal what has been learned.

4. Teachers can reveal to parents, administrators, and supervisors as to what pupils have learned in the class setting. Observable products pertaining to pupil accomplishments may be shown to interested and responsible individuals such as parents, administrators, and supervisors.

In Summary

The teacher must think of rational balance among understandings, skills, and attitudinal objectives when determining ends for pupils to achieve in teaching-learning situations. Objectives state directions that pupils should move toward as a result of participating in learning activities. Goals for pupils to achieve may be stated as general objectives and/or specific objectives. Pupil achievement after teaching may be measured if specific outcomes have been realized. However, selected relevant objectives may be minimized if precise objectives only are used in teaching-learning situations. This could be true of important attitudinal objectives as well as understandings objectives which emphasize higher levels of thinking.

If general objectives are utilized in the instructional program, care must be taken in stating outcomes which are not oeverly general and vague.

Selected References

Brubaker, Dale L. Curriculum Planning. Glenview, Illinois: Scott Foresman and Company, 1982.

Ediger, Marlow. Relevancy in the Elementary Curriculum. Kirksville, Missouri: Simpson Publishing Company, 1975.

Jarolimek, John. Social Studies in Elementary Education. Fourth Edition. New York: The Macmillan Company, 1982.

Morris, Van Cleve, and Young Pai. Philosophy and the American School. Second Edition. Boston: Houghton Mifflin Company, 1976.

Welton, David A., and John T. Mallan. Children and Their World: Teaching Elementary Social Studies. Chicago: Rand McNally Publishing Co., 1976.

Part Two: Learning Experiences in the Social Studies

Learning experiences must be selected which guide learners in achieving desirable objectives. Relevant experiences for pupils to achieve should follow the following guidelines:

1. Active involvement by pupils in the instructional program is very important.

2. Concerns of pupils must be thoroughly considered when selecting learning activities.

3. Learning by discovery is to be encouraged on the part of pupils.

4. Pupils' purpose in teaching-learning situations is important in making curricular decisions.

5. Pupil's needs in learning must be diagnosed by the teacher followed by relevant learning activities necessary to correct deficiencies.

6. Interests of individual learners must be considered in teaching-learning situations.

7. Background experiences of pupils must be considered in making curricular desisions.

8. Important concepts, generalizations, and main ideas need to be gained by pupils from ongoing learning activities.

9. Individual differences need to be provided for in ongoing units of study.

10. Pupils need to experience reality in ongoing learning experiences.

Thus, the teacher has many guidelines to follow when selecting objectives, learning activities, and assessment procedures in the class setting.

Learning Experiences for Pupils

Teachers supported by supervisors and principals need to select those learning activities which will guide learners individually to achieve to their optimum. These activities must be interesting, purposeful, and provide for individual differences.

Using Pictures in Teaching

When utilizing pictures in teaching-learning situations, the teacher needs to think of the following factors:

1. The pictures should be large enough for all to see and comprehend.

2. Proper sequence in learning must be inherent when utilizing a series of pictures.

3. Pictures must be appealing and capture each pupil's attention.

Pictures may be utilized in the following ways in teaching-learning situations:

1. to introduce a new unit of study and thus give learners an overview of the content to be studied.

2. to develop concepts generalizations, and main ideas in greater depth as the unit progresses.

3. to culminate or end units satisfactorily in the social studies.

4. to remedy deficiencies in pupil learning after they have been diagnosed.

Using Slides in Teaching

Carefully selected slides can help pupils achieve relevant understandings, skills, and attitudinal objectives. These slides need to be arranged in a selected sequence to aid pupils in developing to their optimum.

1. Content of slides should emphasize pupils achieving broad ideas; these generalizations must be supported by important facts.

2. A set of slides may be viewed during several class periods devoted to teaching social studies depending upon the attention span of learners.

3. Pupils must be given ample opportunities to discuss content and identify relevant problem areas pertaining to the selected slides.

Using Filmstrips in Teaching

Carefully selected filmstrips may guide learners in achieving relevant behaviors. A filmstrip may be shown during several class sessions, if necessary, due to time allotment and interest of learners. Pupils should have adequate time to discuss important frames in the presentation. Thus, the following criteria should be emphasized when utilizing filmstrips in teaching-learning situations:

1. It is difficult to stop a film at a specific point to discuss important content.

2. There may be too many stimuli for pupils to comprehend pertaining to content in a given film.

For optimal pupil achievement pertaining to the use of films in teaching-learning situations, the teacher should utilize the following criteria:

1. Pupils should be encouraged to identify questions and problems from the film presentation; possible answers and hypotheses can then be discussed after the presentation.

2. Various uses may be made of the film presentations, such as having pupils participate in related dramatizations, art work, construction activities, reading activities, and excursions.

Using Transparencies and the Overhead Projector in Teaching

The overhead projector is a teaching aid that was developed for teaching-learning situations specifically. This is true for the following reasons:

1. The teacher may limit the number of stimuli which appear on any one transparency and thus have pupils focus their attention on these stimuli only.

2. Teacher may face pupils directly when using the overhead projector for instructional purposes. When the chalkboard is used, for example, the teacher's back at times may be turned to pupils.

3. The teacher may determine appropriate sequence for pupil learning when using a series of transparencies or overlays in the teaching act.

4. The teacher may change to a different learning activity prior to pupil interest waning in the ongoing presentations.

Guidelines to follow in using transparencies and the overhead projector include the following:

1. The teacher, in making these aids, needs to select vital content that is to appear on any transparency.

2. Commercially purchased transparencies should only contain content which guides learners in achieving desired objectives. (There can be too many stimuli for pupils to focus upon when utilizing any audio-visual presentation in teaching-learning situations).

Using Excursions in Teaching

Pupils experience reality when going on excursions with teacher guidance. Too frequently, the school setting is separated from society. Excursions related directly to ongoing units of study can guide pupils in integrating the school environment with what exists in the surrounding areas.

To be effective in teaching-learning situations, the excursion must emphasize the following criteria:

1. Reasons or purposes must be inherent when excursions are taken into the community.

2. Parents need to sign a permit allowing the child to go on the excursion. (Permit forms can be readily developed with the guidance of the school principal.)

3. Pupils with teacher direction should identify questions or problem areas which lend themselves to data gathering during the excursion.

4. There should be related culminating activities following the excursion such as discussing possible answers to questions and problems, as well as other relevant observations.

5. The excursion is to be used as a learning experience only if there is no reasonable substitute for achieving selected objectives.

Using Maps and Globes in Teaching

Having pupils develop relevant learnings pertaining to maps and globes can be achieved in two ways.

1. Separate units of study can be taught pertaining to maps and globes.

2. Map and globe learnings may be brought in as the need arises pertaining to various units of study, e.g. units on the home, school, community, state, nation, and foreign countries.

The teacher needs to consider carefully which map and globe generalizations pupils should achieve. The following, among others, may be relevant for pupils to attain:

1. Distances between places may be computed by using the scale of miles or kilometers as given on the map or globe.

2. Any place on the face of the earth can be located by using two references lines--latitude and longitude.

3. The globe representing the earth can be divided into four hemispheres--eastern, western, northern, and southern.

4. There are 360 degrees in a circle and twenty-four zones on the face of the earth. Thus, each time zone is represented, approximately, by fifteen degrees of longitude.

5. Selected symbols used on diverse maps and globes are standard, such as those symbols representing railroad tracks, paved roads, rivers, and hospitals. Other symbols pertaining to natural phenomena vary from legend to legend depending upon the specific map or globe being utilized.

6. West longitude pertains to the number of degrees being represented west of the prime meridian while east longitude refers to distance in degrees east of the prime meridian.

7. Distances west or east of the prime meridian are measured along a parallel while distances south or north of the equator are measured along a meridian.

8. South latitude pertains to distance in degrees south of the equator whereas north latitude refers to distance in degrees north of the equator.

9. Low latitudes refer to areas direclty north and south of the equator whereas high latitudes pertain to areas around the north and south poles. The middle latitudes lie between the low and high latitudes areas.

10. Globes present a much more accurate model of the earth as compared to maps. Maps in many cases are more convenient to use since a specific area on the face of the earth will be shown in a larger configuration as compared to a globe.

Using the Opaque Projector in Teaching

Teachers should make wise use of the opaque projector in teaching-learning situations. This teaching aid may be utilized effectively in the following ways:

1. Small pictures can be shown on the wall using an opaque projector. The content then becomes large enough for all pupils to view in the class setting.

2. The classroom teacher may point to relevant specifics in the projector during ongoing learning activities.

3. Scenes from pictures flashed on the wall may be utilized to stimulate interest in a new unit of study, develop selected concepts and generalizations in greater depth, and/or to culminate or end a unit of study successfully whereby learners summarize and review previsouly developed learnings.

Reading from the Social Studies Textbook

There are many relevant methods which teachers may use to provide for individual differences in learning activities involving reading in the social studies. If all pupils in the class setting are to read the same content from a specific series of social studies texts, the teacher may follow the following teaching procedures in providing for diverse levels of achievement:

1. Help learners develop adequate background information prior to reading social studies content silently. To do this discuss related pictures in the textbook, pictures from the teacher's own file, a film, a filmstrip, or a set of slides.

2. Prior to reading new content, have pupils see new words in print using clear manuscript letters. Approaches should vary in having pupils see new words in print prior to reading related social studies content.

3. Discuss with pupils contextual meanings of these new words. Pictures, objects, and other audio-visual materials can clarify meanings of selected words to pupils.

4. Guide pupils to identify questions relating to the new social studies content. They may then read to get needed information.

Following the silent reading experience, pupils may use follow-up learning experiences such as the following:

1. Discuss answers to previously identified purposes in reading.

2. Have pupils develop murals, dioramas, and individual pictures to reveal comprehension in reading.

3. Let pupils construct models to reveal comprehension from reading.

4. Guide pupils in dramatization experiences whereby understandings gained from reading may be revealed.

5. Challenge pupils to read related library books dealing with the same topic read from the social studies textbook.

6. Have pupils take notes or develop an outline over previsouly read content.

7. Conduct panel discussions in guiding pupils to explore learnings in greater depth as compared to what was read form the textbook.

8. Have pupils participate in a seminar to develop learnings in depth involving content read from the social studies textbook.

Individualized Reading in the Social Studies

An adequate number of library books related to ongoing units of study in the social studies should be available for pupils to read. These books can be placed in a learning center area if open space education is utilized in teaching-learning situations. They may also be kept in the classroom library where learners may have easy access to these books. Preferably, they should be checked out of the central library so pupils have easy access in selecting library books of their own choosing.

Pupils may be stimulated in reading library books related to ongoing units in learning experiences such as the following:

1. The teacher may introduce selected library books to children by presenting a few interesting related comments. Pupils may then wish to read the remaining or all of the contents of that library book.

2. Pupils in small committees may tell interesting content pertaining to library books read. Hopefully, others will also wish to read these library books.

3. Selected pupils who have read a library book may wish to dramatize the contents to other learners. The latter then may be interested in reading this book.

4. The teacher may read the beginning of a selected library book to pupils. These learners then may wish to read all or the rest of the content.

5. The teacher could also read ending sections of a library book and encourage learners to read the entire library book.

6. There are many other ways to develop pupil interest in reading library books related to ongoing units of study such as pupils listening to tape recordings of summaries on selected books, and the teacher showing and discussing interesting pictures pertaining to a library book which pupils may read.

The teacher's goals should be the following in encouraging pupils to read library books in the social studies:

1. to develop interest in reading.

2. To guide pupils in reading critically and creatively.

3. To help pupils acquire relevant facts, concepts, generalizations, and main ideas.

4. to guide pupils in reading content pertaining to a variety of topics.

5. to aid learners in perceiving the relationship of content read in the social studies.

6. to guide learners in wanting to read for recreational purposes.

7. to aid pupils in developing appropriate word recognition techniques in identifying new words.

8. to provide guidance resources for pupils in solving personal and social problems.

9. to aid pupils in getting needed information for problem-solving activities.

10. to develop needed skills in locating information.

There are selected relevant ways in which the teacher may guide learners in assessing their own achievement in the reading of library books. Among these ways are the following:

1. the teacher using conferences, rating scales, and checklists.

2. pupils developing murals, friezes, dioramas, and individual pictures.

3. learners individually giving written or oral book reports.

4. students dramatizing selected content from a book.

5. pupils writing an outline or summary.

Using Tapes and Cassettes in Teaching

Tapes and cassettes can aid in providing for individual differences in the teaching of social studies. Tapes and cassettes may be utilized to teach the class as a whole. They may also be utilized at a learning center whereby pupils select the tape or cassette they wish to listen to. Prior to listening to a tape or cassette, the following teaching procedures may be implemented:

1. Help pupils obtain ample background information. This may be done through the use of discussions, as well as showing related films, filmstrips, pictures, and slides.

2. Establish purposes for listening such as identifying questions or problems whereby pupils must obtain necessary content in order to attain needed solutions to these purposes.

3. Use follow-up activities in which pupils reveal what has been learned from the audio presentation. Evaluation procedures utilized to assess comprehension from listening to the tapes and cassettes should not destroy interest in learning activities involving listening.

Using Records in Teaching

Pupils should have ample opportunities to listen to selected musical recordings related to ongoing units of study. Using recorded music as learning activities may provide the following benefits for pupils in elementary school social studies:

1. guides pupils in understanding people of a given country or area by listening to their kind or type of music.

2. aids each pupil in optimal achievement since all can benefit from listening to musical recordings. Thus, success in learning is inherent.

3. helps pupils develop feelings of respect for people of other cultures and societies.

4. guides learners in utilizing what has been learned from listening to musical recordings to that which is creative such as engaging in dramatizations, writing prose and poetry, constructing models, completing diverse art projects, and participating in further learning experiences involving music such as singing and composing.

In Summary

It is significant for pupils to experience a variety of kinds of learning activities in order to achieve desired ends or objectives. These learning experiences must provide for individual differences. The needs and interests of each pupil must be provided for. Learning activities should provide meaningful content for pupils.

Selected References

Douglass, Malcolm P. Social Studies From Theory to Practice in Elementary Education. New York: J. B. Lippincott Company, 1967.

Ediger, Marlow. Social Studies Curriculum in the Elementary School. Kirksville, Missouri: Simpson Publishing Company, 1980.

Ellis Arthur. Teaching and Learning Elementary Social Studies. Second edition. Boston: Allyn and Bacon, Inc., 1981.

Hoffman, Alan J., and Thomas J. Ryan. Social Studies and the Child's Expanding Self. New York: Intext Educational Publishers, 1973.

Michaelis, John U., and Everett T. Keach, Jr. (Eds.). Teaching Strategies for Elementary School Social Studies. Itasca, Illinois: F. E. Peacock Publishers, Inc., 1972.

STUDYING TRENDS IN SOCIETY

By carefully studying trends in American society, educators can get valuable assistance in determining what should be taught in the elementary school. Too frequently, textbooks utilized in the elementary school have determined what teachers are to teach. Certainly, reputable textbooks can make their contributions in determining what should be taught. However, should this be the sole determiner?

Individual differences would not be provided for adequately if elementary school textbooks largely determine learning activities for pupils. Selected elementary school pupils do not like reading activities for a variety of reasons and thus may not value this approach to learning as highly as other approaches, such as the use of audio-visual aids, for example. The content in elementary school textbooks should always be compared with other reference sources as to accuracy, thoroughness, and completeness. It is difficult for pupils to engage in critical thinking if comparisions are not made among different reference sources. Thus, the question arises as to possible sources for content and objectives in the elementary school curriculum. A study of learners in the elementary school, as was noticed previously, can and should provide valuable information in determining educational objectives in the elementary school. Societal trends should also guide in determining educational objectives for the elementary school curriculum. Selected societal trends will now be discussed.

More Leisure Time Available

More leisure time is available for individuals in the United States than ever before. The use of machines has reduced the need for individuals to spend long hours in heavy manual labor. The sweatshops in the early history of manufacturing in the United States presented situations where human beings worked from sunrise to sunset with little money to show for their effects. Comfortable, attractive surroundings in these factories were certainly not in evidence. With better working conditions and a forty hour or less work week for many workers in the United States, wise use of leisure time becomes very important.

In the elementary school, teachers need to stress the importance of pupils presently developing worthwhile leisure time activities. Units of study pertaining to hobbies should be emphasized adequately in the elementary school curriculum. Pupils can bring their hobbies to school when a unit on hobbies is being pursued. These hobbies may include the collecting of stamps, rocks, and coins. These hobbies can also become a part of other ongoing units of study.

It is of utmost importance that teachers encourage and stimulate pupils to do an adequate amount of reading in their own spare time in school or outside of the school day. Special times should be set aside for learners to engage in reading trade or library books of their own choosing during the school day. The teacher could introduce selected books to pupils which would spur learners on to do more leisure time reading. Hopefully, reading then will become a good leisure time activity for pupils now as well as in future times.

Musical recordings as well as participating in a variety of activities involving music can provide situations involving the wise use of leisure time. In social studies, pupils can listen to records which relate to the unit being studied. Musical recordings can be correlated with stories that pupils read pertaining to people of other lands and nations. The school needs to select records carefully which pertain to music of different cultures. Pupils can listen to these recordings individually at a learning center with headphones. The recordings can also be utilized in teaching the entire class. This can provide situations where a wise use of leisure time is made presently as well as in the future. Recorded music, of course, has become quite popular in American society as far as sales are concerned.

Participating in dramatiziations can be important for pupils now not only as far as revealing knowledge is concerned but also in terms of enjoying this activity. Many communities offer opportunities for individuals to take part in plays and other forms of dramatic activity. Certainly, wise use of leisure time can be made of learning activities involving dramatizations in school as well as life outside of school. Wise use of leisure time can do much to improve the quality of living of individuals.

Pollution in Its Various Forms

Air, land, water, and noise pollution is a problem in many advanced industrial countries of the world. Bodies of water have been contaminated with wastes from factories and homes. This has provided situations in which no animal life exists where water pollution is serious. No longer do those bodies of water provide beauty in the natural environment as was formerly true. Discarded bottles, cans, debris, and junk have been disposed of on banks of bodies of water as well as on land. Much land has been utilized to hold discarded items that no one wants. It is true that these waste products have been buried in many cases and the topsoil is again supporting beautiful trees, grass, flowers, and other types of vegetation. However, it is taking much farm land out of production and rendering its appearance unattractive. Too many empty containers also do not recycle the way they should for rapid disposal. In other words, it takes a very long time for tin cans to recycle in the soil where no remains of these containers ultimately exist.

Smoke from homes, factories, and other places of business has made the air much less wholesome and pure than it formerly was. Hopefully, within the next few years, a tremendous decrease in air pollution will occur due to such items as lead free gasolines and engines which will not emit wastes as presently is in evidence.

A further problem in this area deals with noise pollution. Air hammers used by workers in cities to remove unneeded sidewalks, the sound of screeching brakes, and loud noises within factories and businesses have made for situations which can be classified as noise pollution. Pollution, then, can come in several forms--air, land, water, and noise. There are important implications for the elementary school curriculum when thinking of the diverse forms of pollution in society. First of all, pupils certainly need to have ample opportunities to gain enough information in this area from different units of study. Secondly, elementary school pupils should have many chances to identify problems pertaining to pollution and work toward creative solution of these problems. Third, pupils should develop those attitudes and skills which permit the use of knowledge to minimize pollution in its various forms.

Overpopulation as a Problem

Numerous countries in the world have experienced problems pertaining to overpopulation. Too many people in an area with a lack of resources can make for situations involving starvation, hunger, disease, and a lack of progress. Individuals generally need to feel well physically and mentally before they can achieve to their optimum. Children born into families or groups where overpopulation is the case generally have limited opportunities. An unwanted child even in an affluent home has many strikes against him.

Pupils need to study units pertaining to countries which have experienced major problems due to overpopulation. Ample time needs to be given in studying the consequences of these situations. Pupils must understand what it is like to live in countries where excess population is the case. Certainly, pupils should have ample time to develop understandings in depth pertaining to these consequences. Each pupil should develop attitudes which assist in developing wholesome values and ideas in wanting, not only the best for himself, but also for his classmates, friends and individuals in society.

Drug Abuse

The misuse of drugs has caused much concern in American society and the world at large. This has made for situations where users of harmful drugs have become addicts. Once an expensive need such as this has been developed, individuals have resorted to crime in its various forms to support this expensive, harmful undertaking. Thus these individuals are not able to contribute positively in the world of work. Wasted lives too often have been the consequence of using harmful drugs. Suicide and mental breakdowns have occurred in cases involving drug abuse.

It is important that pupils study an adequate number of units on drug abuse. Pupils need to understand in depth the causes as well as consequences of these harmful practices. The teacher needs to accept all pupils as being important. As much information as possible should be obtained pertaining to each child's background of experiences. This information should be utilized by the teacher to do a better job of teaching. Pupils should be guided in receiving feelings of satisfation from ongoing learning activities. Learners should be successful individuals when pursuing different learning activities. Children who are isolates or near isolates should be identified and guided in the direction of being accepted by others. Positive attitudes toward themselves as well as toward others are important for pupils. Pupils should be given enough opportunities to identify and solve problems pertaining to drug abuse.

Racial Discrimination

In society, minority groups such as the Black American, the American Indian, and the Mexican-American have not had the educational opportunities that many other Americans have received. Job opportunities and good housing have not been in their favor as compared to most people in the United States. To make for a stronger, democratic United States, it is important that minority groups have equal opportunities in obtaining the good things in life as do other more affluent Americans.

Pupils, of course, should study an ample number of units on minority groups in the United States. They should develop understandings in depth pertaining to the causes and consequences of racial discrimination. Adequate opportunities need to be given where pupils can interact with others, regardless of race and creed. These interactions should provide for satisfying learning experiences for pupils. Thus, improved attitudes of pupils should develop toward others. Pupils should also study the contributions that minority groups have made in the United States in various fields such as art, music, agriculture, education, government, religion, business, and labor.

Tension in World Affairs

Tension and wars on the international scene have taken their toll of property and lives. Southeast Asia, the Middle East, India and Pakistan, and East versus West, among other areas, involve situations where tension and war have existed. Powerful nations on the face of the earth watch carefully in these various critical areas to notice the outcomes. With rapid, accurate, and efficient means of transportation and communication, these nations can intervene in a very short time with men and equipment. No nation can live unto themselves only. Countries interact with goods and services that are exchanged as well as competition with ideas.

Elementary schools need to select units of study whereby pupils can achieve needed objectives pertaining to countries which face situations involving war and tension. Textbooks, alone, of course, should not determine units of study. These units should be selected carefully by teachers, supervisors, and administrators. Pupils should have a voice in determining what is taught through teacher-pupil planning. Cause and effect thinking should definitely be a skill that must be emphasized in teaching these units. Thus, pupils would be developing understandings indepth pertaining to causes for the effects noticed today on the international scene where tension is involved. It is of utmost importance that pupils understand the causes of tension and war. Solutions should be sought to minimize or eliminate situations such as these. Thus, problem solving must be emphasized. Problem areas should be identified and delimited. Needed information from various reference sources should be utilized to collect information in answer to these questions. Pupils can then develop a hypothesis or hypotheses. Further thought and study would revise the hypothesis or hypotheses if warranted. Creative thinking is involved in developing unique solutions to problems. Critical thinking is involved when information or data is evaluated as to accuracy, objectivity, and thoroughness. Favorable attitudes should be developed by learners toward themselves, classmates, and others in society so that tension may be minimized.

Change in Society

Change certainly has been a key word in American society. Rapid changes are continually occuring in ideas, knowledge, and inventions. On the American education scene, educators are aware of continual changes pertaining to the following rather recent innovations such as team teaching, the nongraded school, programmed learning, the dual progress plan, behaviorally stated objectives, performance contracting, affective education, and others.

Selected individuals in the United States can still remember when the automobile was just arriving on the scene in the area of transportation. They also recall when seeing an airplace was something to behold due to its rarity. Some farmers remember when horses and mules were used in farming instead of a tractor. Farmers did heavy manual labor on farms as late as 1940 by shoveling wheat by hand and shucking oats and wheat bundles by hand. It was necessary to haul these bundles to a central place for threshing to separate the grain from the chaff. It wasn't long until the selfpropelled combine came along, with its present day air-conditioned cab and power-steering, which separates the grain from the chaff with no other manual labor involved other than driving the machine and doing repair work when needed. From this combine, the grain is augered on to a large truck. The hydraulic lift with a light pull of a handle lifts the truck box and the grain runs into a small box and is augered into a grain bin for storage with little muscle activity involved. Inventions have changed farming from the heavy use of muscle to the use of machines in a comparatively short period of time.

From the first short successful flight of an airplane by the Wright Brothers at Kitty Hawk, North Carolina in 1903, one can now fly from New York to the Middle East in ten and one-half hours approximately. The flight generally is pleasant with the roughest part of the trip being smoother than boat travel on a very peaceful ocean. These planes are very compact; however, the food and the conveniences are basically good. One then can travel in a very short period of time from one area to another where cultural differences can be very great.

The United States is a young country which had its first permanent English colony at Jamestown, Virginia in 1607. Today, it has over 230,000,000 people with the latest inventions in transportation, communication, homes, appliances, and ideas.

Pupils growing up in American society need an ample number of historical units pertaining to the various facets of change that have come about. This should guide learners in understanding the cause or causes for change. The consequences of change should also be emphasized in these units of study. Numerous opportunities for critical thinking can be given when evaluating change as it takes place. Pupils should be given ample time to predict further changes that could come about; thus, creative thinking is being emphasized. It is important that pupils adopt positive attitudes toward change when situations and conditions demand and require change. Pupils should evaluate their own ideals, values, and beliefs. Thus, important understandings, skills, and attitudes should be developed by learners which will guide them in decision-making pertaining to change in society.

Explosion of Knowledge

Content in different curriculum or academic areas is increasing at a very rapid rate of speed. Estimates differ as to how often knowledge doubles. This, no doubt, will depend upon the curriculum or academic area since knowledge is increasing more rapidly in some areas as compared to others. However, with a conservative estimate, one can say that knowledge generally doubles in ten years. There certainly is much for individuals to learn. No doubt, in future years, knowledge will increase at an even faster rate.

It behooves teachers, principals, and supervisors to select carefully what pupils are to learn in the different curriculum areas of the elementary school. If too many isolated facts are learned, much forgetting will, no doubt, soon occur. What is selected to be learned should be important at the present time. Ideally, it should be important also for future times; it is necessary to attempt to predict what will be important in the future. Thus, pupils should develop important generalizations which will make for fewer facts to be learned in isolation. Facts should support the generalizations and not be taught in isolation. Thus a relationship exists between the facts and the generalizations.

There is too much knowledge for pupils to learn when teachers emphasize the survey approach in teaching. Learnings that pupils are to develop should be attained in depth rather than using the survey approach to learning. The survey approach would indicate that pupils would cover many units in a given school year such as fifteen to twenty on each of the grade levels in the elementary school. Teaching a unit in depth would demand that six to seven social studies units be taught in a school year, for example, on the intermediate grade levels.

Poverty in Society

Many areas in the world experience extreme poverty due to overpopulation, disaster, unstable political situations, poor natural environments, and governments not concerned with the needs of people. A high standard of living in the world has been realized by individuals in American society. However, pockets of poverty exist in an affluent American society. This has important implications in American education.

Teachers need to understand the home background of disadvantaged pupils. These pupils may not speak standard English. They may also have very limited background experiences. The teacher and pupils need to respect those learners who do not speak standard English. These pupils can learn to speak acceptable English without using force or ridicule. The use of force or ridicule may indicate to the child that his home and community was inferior since non-standard English is not respected in school. Thus, children must be respected who speak non-standard English. They can listen to models in standard English as found in the teacher's voice when speaking or reading orally, in listening to the spoken voice on tape recordings and films, by reading silently, and by listening to the spoken voice of other pupils who use standard English.

Pupils who come from poverty areas may lack necessary background experiences to benefit from a given ongoing unit of instruction. The teacher needs to utilize an appropriate sequence of experiences which are adjusted to the present achievement level of pupils. From that point, new learnings can be developed to achieve objectives which pupils an attain. Learning activities need to be selected which are beneficial to pupils in achieving important objectives. Respect for individual differences in teaching is important in a democratic society.

Mobility in School Population

Each year, many pupils change from attending one elementary school to a different school. Parents get transferred from one city to another as far as jobs are concerned. Or, parents move from one area to another area within that same city. They may also move to another state for job promotion. Sometimes, these individuals live abroad for a year or more. Thus, the child may move from one school to another. He leaves friends behind and may make new ones in the process. He begins a unit of study in the sending school and moves to a new school where an entirely different unit is being ended. Poor sequence in learnig activities is then in evidence. He may study the same unit at different times in two schools (with variations, of course) in a given school year due to mobility and lose out on other important units of study. For some pupils it is difficult to adjust to a new school with its many strange faces. Other pupils make new friends rapidly in the process.

The teacher should preassess the incoming pupil's achievement to notice present achievement levels. Learning activities can then be provided in proper sequence. The new pupil can then benefit to his optimum from ongoing learning activities. The teacher needs to guide new pupils to readily become acquainted with other learners and participate actively with them in group activities. Teachers need to be very accepting of new pupils arriving in an elementary schoool so that an effective learning environment may thus result. Teachers should also evaluate what important units of study have not become a part of the new pupil. Important, previously omitted units then can be studied by these children. Above all, new learners arriving in a particular school should be happy and successful individuals who are achieving to their optimum. They should attach meaning to what is being learned and sense purpose in ongoing learning activities. Fear of the unknown and fear of failure should be minimized as much as possible on the part of these and all learners in a classroom setting as well as in a general school setting.

In Summary

There are important criteria that should be followed by teachers when providing learning activities for pupils. Pupils should sense a purpose or purposes for learning. Thus, learners would feel that a reason or reasons exist for participating in specific learning activities. Teachers need to select those learning activities which would capture pupil interest. It is of utmost importance that learners understand what is being taught so that meaningful learning occurs. If pupils lack motivation, a lower energy level will be available for ongoing learning activites. Teachers should work in the direction of stimulating pupils so that an inward desire to learn will result. Pupils achieve at different rates of speed and at different achievement levels thus making it necessary to provide adequately for each child in the classroom. Intellectual development on the part of learners is important but is not the only category of objectives that should be emphasized when teaching pupils. There needs to be some kind of balance based on rational thought among the following categores of objectives--understandings, skills, and attitudes. Attitudes affect the degree to which a pupil will develop to his optimum in understanding and skills objectives. Attitudes are changed in some cases by obtaining more information. Developing appropriate attitudes can help in realizing understandings and skills. Each category of objectives affects other categories such as positive attitudes toward learning affect achievement in objectives which pertain to understandings. Learners need to be successful in learning and be respected by others.

Societal trends assist in determining units of instruction for pupils as well as objectives which learners should achieve. Workers in American society have more leisure time available than ever before. This societal trend states that pupils should develop worthwhile leisure type activities. Overpopulation, misuse of drugs, racial discrimination, tension in the world, change in society, situations involving the explosion of knowledge, poverty, and mobility of population state important units of study that must be emphasized in teaching-learning situations. General and specific objectives can then be derived for these units.

Social Studies: Processes versus Products

Which category of objectives posseses most worth for learner attainment--processes or products? Social studies educators believe most teachers emphasize one type more than the other. Both kinds of objectives are salient for students to attain. However, an issue still remains as to should processes (skills) be emphasized more than products (understandings objectives).

Process Ends

Students attaining process goals indicates an action centered social studies curriculum. Learners learn by doing, participating, and acting. A passive student then is not in evidence. To be sure, products may well be an end result of engaged in processes. To attain worthwhile products (facts, concepts, and generalizations), students need to attain vital skills. How should relevant processes then be identified?

1. Observing life in society. Experimentalism, as a philosophy of education, has long advocated that the societal arena should not be separated from the school curriculum. Thus, society and the school curriculum become integrated, not separate entities. What is deemed worthwhile in terms of trends in society might well become an inherent part of the social studies in the school and classroom setting. In society, problems exist. These need identification and related data or information gathered. After which, a hypothesis (or hypotheses) is developed and tested in action. The hypothesis may need revising if evidence warrants in actual life situations in school or in society. Problem solving skills represent a process, rather than a product.

2. Observing methods utilized by social scientists. Academicians in the social sciences, such as historians, geographers, political sci-

entists, economists, sociologists, and anthropologists utilize specialized methodology in their respective academic areas of specialization. Thus, as an example, historians utilize primary and secondary data sources. The following are examples of primary sources of data: diary entries, letters, geneologies, courthouse records, genuine antiques, museums, autobiographies, biographies (eye witness accounts), stamps, coins, snapshots, slides, films, filmstrips, historical documents, and original unaltered buildings. Oral tradition is also accepted as a primary source by historians. Jarolimek[1] wrote:

> Children are fascinated when old-timers talk of their exciting experiences in the early community. They are surprised and electrified by the thought that the person now speaking to them served with General Eisenhower or shook President Kennedy's hand. These experiences make real people out of historical figures and remove them from the realm of myth and unreality. Interviewing persons who have had first-hand experience with an event under study is a technique often used by historians.
>
> Almost every community has one or more persons who has devoted a substantial amount of time to the study of local history as a hobby. These individuals are excellent resources for the classroom teacher, not only in their personally speaking to the pupils but in directing the teacher's attention to other resources that might otherwise be overlooked. To catch some of the enthusiasm and interest such persons ordinarily have for history is, in itself, a valuable experience for both the teacher and the pupils.

Students with teacher guidance may use the above named processes to secure needed subject matter. Each learner needs to experience adequate prerequisites and readiness to benefit optimally from the above named primary sources.

All other resources utilized by historians are secondary sources. Secondary sources are not eye witness accounts. They do not represent the original in terms of written accounts or objects and items, such as antiques. The following may be utilized as secondary sources:

---

[1] John Jarolimek, Social Studies in Elementary Education. Sixth edition. New York: The Macmillan Company, 1982, page 151.

1. textbooks
2. biographies (not an eye witness account).
3. slides, films, and filmstrips (altered content, not the original)
4. transparencies
5. encyclopedias
6. reputable almanacs
7. atlases
8. other reliable reference works.

Pupils need to be taught to utilize similar methods of acquiring data, as do professional historians and other social scientists.

3. Observing needs of learners. Which processes are students deficient in? These processes guide learners to acquire vital subject matter. Certainly, students need to classify information. With the mass amount of content available, order needs to be achieved within a rational framework. The order might involve students achieving relevant facts, concepts, and generalizations. Being able to classify subject matter involves situations in which pupils may increase their retention rate. Thus, recalling a salient fact, concept, or generalization may trigger off related ideas in the mind of the learner.

Careful observation might also be a relevant process a learner needs to attain at increasing levels of complexity. Within, a set of slides, filmstrips, films, and illustration, a careful observer may learn much content.

Students also need to develop skills in making predictions. In a quality current events curriculum, pupils need to be able to predict possible futurisms, based on adequate knowledge.

Other process needs of learners might include:

1. inferring
2. hypothesizing
3. communicating accurately
4. comparing data
5. noticing causes and effects
6. testing hypotheses
7. identifying problems
8. using the methods of science

There is much subject matter for pupils and adults to learn. The knowledge explosion is with us rather continuously. Facts, concepts, and generalizations increase at a somewhat rapid rate in history, geography, political science, anthropology, sociology, and economics. Which subject matter is of most worth to learners? There are several means of ascertaining worthwhile subject matter for students attainment.

1. The structure of knowledge. Jerome Bruner, Harvard University, emphasized the significance of students achieving structural content, as identified by academicians in their respective academic areas of specialty. Social scientist have selected key ideas which students need to achieve. Bruner[2] wrote the following pertaining to the structure of knowledge:

> ...the curriculum of a subject should be determined by the most fundamental understanding that can be achieved of the underlying principles that give structure to that subject. Teaching specific topics or skills without making clear their context in the broader fundamental structure of a field of knowledge is uneconomical in several deep senses. In the first place, such teaching makes it exceedingly difficult for the student to generalize from what he has learned to what he will encounter later. In the second place, learning that has fallen short of a grasp of general principles has little reward in terms of intellectual excitement...Third, knowledge one has acquired without sufficient structure to tie it together is knowledge that is likely to be forgotten.

---

[2] Jerome Bruner, The Process of Education, Cambridge, Massachusetts: Harvard University Press, 1960, page 31.

Reasons given for advocating learners achieving structural ideas include the following:

1. students might then achieve worthwhile subject matter learnings. Social scientists should have considerable input in determining what students are to learn in the social studies curriculum. Ideas from spe cialists thus need implementing.

2. learners may also use process goals emphasized by social scientists to achieve desired products (structural content). The social scientist is in a good position to advocate viable processes in order to have students achieve desired products.

3. students and teachers on their own lack knowledge to select perceived relevant subject matter. Thus, social scientists can make major contributions in choosing subject matter for learner achievement.

The following possible structural ideas from the social science discipline of history are presented as examples:

1. The hisory of a country has a definite bearing on the culture, traditions, beliefs, attitudes, and ways of living of its people.
2. People are influenced by values, ideals, and inherited institutions as well as by their environment.
3. Several civilizations have risen and fallen in the history of human societies; many have contributed to existing civilizations.
4. Human societies have undergone and are undergoing continual, although perhaps gradual, changes in response to various forces, but not all change is progress.
5. Guidelines for understanding thought and action in contemporary affairs can be derived from the historical backgrounds of society.[3]

A different procedure in having pupils achieve product goals, other than the structure of knowledge means, is to utilize measurably stated ends. These objectives are written with precision so it may be measured if pupils have/have not attained that which is stated within the goal. In utilizing measurable objectives in teaching and learning, the teacher knows rather exactly what pupils are to learn. Also, the teacher may announce the predetermined objectives prior to each lesson presentation. Thus, each pupil might know what is to be learned prior to instruction. Clarity of intent in teaching and learning is vital to both the teacher and involved student. The teacher always focuses on ends in ongoing lessons and units, rather than means or learning activities. Learning activities are selected to guide pupils to achieve measurable ends. The activities do not become ends in and of themselves.

---

[3] John Jarolimek, Social Studies in Elementary Education, Fifth edition. New York: The Macmillan Company, 1977, page 146 & 147.

The following are provided, as examples, of measurably stated objectives:

1. the student will list in writing three causes of World War II.

2. the student will write a fifty word paragraph on affects of World War II.

The teacher then needs to select experiences to stimulate each student to achieve that which is stated in the objective. After which, the teacher may measure to ascertain if learners have/have not achieved that which was stated precisely in each objective.

Advantages listed in utilizing measurably stated objectives in teaching students include:

1. Certainty exists in the minds of instructors in terms of what pupils are to learn. The same certainty can be inherent in students. Prior to instruction, the teacher may announce clearly and concisely what each student is to master.

2. Learning activities chosen to guide learners to achieve objectives should contain those variables only, which assist students to attain measurable ends. Thus, once a teacher has determined unambiguously stated

objectives for student attainment, the task of selecting learning activities becomes a manageable task. Only those tasks are selected which contain what learners are to achieve, as stated in the precise objectives. Thus, if a student after instruction is to be able to list in writing three causes of World War II, the learning activity or activities chosen by the teacher should guide pupils to list causes of World War II. No other learnings ideally should be contained in the activity. Any other subject matter to be learned must be covered with a new or different objective.

3. The teacher can measure and be relatively certain as to what each pupil has learned. Little guesswork is involved in ascertaining if a pupil has/has not attained desired ends.

W. James Popham[3] lists the following steps to be utilized in teaching and learning in ongoing teaching units:

1. precise instructional objectives.
2. pretest.
3. day-by-day activities.
4. criterion check.
5. posttest.
6. resources.
7. backup lesson.

In analyzing the above named teaching unit model, James Popham emphasizes for step one the writing of measurably stated, not general objectives. Clarity of intent as to what teachers are to teach and learners are to learn is highly significant. Vague objectives need to be eliminated. Step two emphasizes a pretest be developed by the teacher or team of teachers. The pretest should cover all the stated specific objectives. Paper-pencil test items (true-false, multiple choice, matching, essay, and completion items) may be utilized in the pretest. However the pretest should not consist solely of teacher-written test items.

---

[3] W. James Popham, Teaching Units and Lesson Plans. Los Angelas, California, Vimcet Associates.

Discussion, among other informal procedures, might also be utilized to ascertain present learner achievement in terms of pretesting. Based on pretest results, each pupil might then achieve new attainable ends.

Step three in the Popham model emphasizes using vital learning activities to achieve new achievable ends. Each activity chosen must match up directly with a specific objective. It might be necessary to utilize more than one learning opportunity to guide a pupil to attain a measurable objective. In step four, a criterion check is utilized. The criterion check emphasizes measuring pupil progress continually to notice if specific objectives are/are not being achieved. Formative evaluation emphasizes appraising learner progress during the time a unit is in progress. A new teaching strategy may need implementation for those pupils not achieving vital objectives.

Step five in the Popham teaching unit model emphasizes the posttest concept. Thus, at the end of a unit, the teacher wishes to ascertain what learners have accomplished from the entire unit. Summative evaluation is then in evidence. Step six (resources) advocates teachers recording which audio-visual aids, objects, and reading sources will be used within the unit being taught. The backup lesson (step seven) provides teachers with security in teaching pupils. If materials for any lesson in the unit do not materialize, other acitivities need to be available to take their place in the backup lesson.

In Conclusion

Which is more significant for pupils to attain-process or product goals? No doubt, both are equally important. Quality processes need to be utilized to deal with the knowledge explosion factor in society. The processes might then be utilized regardless of subject matter being emphasized. Diverse process goals may be emphasized in guiding pupils to achieve viable facts, concepts, and generalizations.

Relevant processes can be utilized regardless of which subject matter is being emphasized in diverse curriculum areas. Quality processes used in ongoing units of study assist in acquiring accurate, reliable information. Using processes in a faulty manner increases the likelihood of learners attaining inaccurate facts, concepts, and generalizations. Thus, it appears that no dichotomy need be in evidence when process or product goals are utilized in teaching learning situations.

Selected References

1. Bruner, Jerome, The Process of Education, Cambridge, Massachusetts: Harvard University Press, 1960, page 31.

2. Combs, Arthur W. et. al. Perceptual Psychology, A Humanistic Approach to the Study of Persons.New York: Harper and Row, 1976.

3. Ediger, Marlow, Relevancy in the Curriculum, Kirksville, Missouri: Simpson Publishing Company, 1975.

4. Good, Thomas L. and Brophy, Jere, Educational Psychology. New York: Holt, Rinehart, and Winston, 1977.

5. Jarolimek, John, Social Studies in Elementary Education. Sixth edition. New York: The Nacmillan Company, 1982.

6. ibid.

7. Morris, Van Cleve, and Young Pai, Philosophy and the American School; Second Edition, Boston: Houghton Mifflin Company, 1976.

8. Phenix, Phillip H. "The Uses of the Disciplines as Curriculum Content." The Educational Forum, March, 1962.

9. Popham, Hames, Knowledge of Results, (filmstrip and cassette), Vincet Associates, 1969.

10. Popham, James, Teaching Units and Lesson Plans. Los Angelas, California, Vimcet Associates.

11. Ragan, William B., and Shepherd, Gene, Modern Elementary Curriculum, Sixth Edition, New York: Holt, Rinehart, and Winston. 1982.

12. Tyler, Ralph, Basic Principles of Curriculum and Instruction, The University of Chicago Press, 1950.

13. Woolfolk, Anita E. er. al. Educational Psychology. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1980.

CRITERIA, SOFTWARE, AND THE MICROCOMPUTER

Educators generally predict a vital future for microcomputer instruction in the curriculum. Certainly, computers are arriving at a rapid rate on the diverse levels of schooling. With the rapidity in numbers of microcomputers in the classroom setting, it is significant that appropriate criteria are utilized in selecting software. It will take more years, however, to secure an adequate number of computers so that enough learners might benefit from their use. Perhaps, one microcomputer will need to be in evidence for every three to four students in a class. An equally relevant problem is to acquire software which will guide students individually to achieve optimally.

Guidelines in Selecting Software

Certainly, adequate software needs to be available in a classroom. The software must relate directly to daily lessons and units of study. If students interact with software in a microcomputer that is unrelated to ongoing tasks and activities, knowledge acquired becomes fragmented. Unrelated content from microcomputer use to that which is presented in ongoing lessons and units becomes increasingly complex for students to retain. Knowledge, however, that learners perceive as being related assists in recalling and remembering. One fact, concept, or generalization then tends to trigger the recall of other ideas.

Pertaining to knowledge as being related, Morris and Pai[1] wrote the following on the thinking of Jerome Bruner:

> Concerning the effect of learning by discovery on the conservation of memory, since human beings seem to be able to store more information than they can spontaneously recall, the main problem in human memory is that of effective retrieval. Bruner is convinced that the key to retrieval is organization of information. He contends that there is sufficient evidence to support the assertion that, in general, any information

---

[1] Van Cleve Morris and Young Pai, Philosophy and the American School. Boston: Houghton Mifflin Company, 1976, page 378.

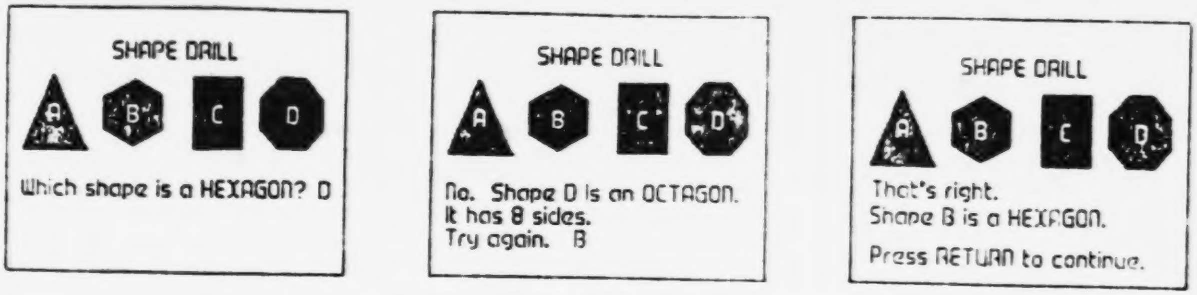
> organized around the interests and the cognitive structure of the learner can be most efficiently recalled. Hence, the only means by which we can reduce the quick rate of loss of human memory is to organize facts according to the basic principles and concepts from which they were inferred. Further, "the very attitude and activities that characterize figuring out or discovering things for oneself also seem to have the effect of conserving memory." In addition to these effects, the learning experiences resulting from self-discovery give us an increased awareness of the connections and continuities between what we learn and what we do. As a result, we are likely to see our activities in a broader context and thus gain more control of our acts in relation to an end in view. In learning by discovery, knowledge already possessed by the learner is used to gain new insights, and in the process old knowledge becomes reconstructed.

Software programs can emphasize diverse concepts within the framework of ongoing lessons and units. One major concept is drill and practice. Whatever subject matter being stressed drill and practice software needs to relate to stated objectives. With drill and practice, students have a chance to review that which has been learned previously. Hopefully, the drill and practice experiences will assist students to recall ideas previously acquired. With relationship of content being emphasized, software stressing drill and practice should guide learners to retain more effectively what has been acquired previously. Kemp and Dayton[2] wrote the following pertaining to Computer Based Instruction (CBI):

> The easiest and most common CBI task is to provide practice for reinforcement of a concept or skill. The computer is programed to provide the learner with a series of questions or exercises typical of those found in a workbook. The practice exercises might include working simple math problems, estimating the size of an angle in degrees, or identifying geometric shapes. An example of the latter type is shown below and represents the simplest form of drill and practice. In this sequence a problem is posed, a response is solicited, the response is judged, and feedback is given before the next problem is posed. More elaborate programs will begin with questions or a pretest to assess the entry level of the learner and then use that information to provide practice at the most appropriate level of complexity.
>
> Some programs maintain a record of student responses which are reported to the student or instructor at the end of the exercise. The record of performance serves as a basis for prescribing additional instruction.

---

[2] Jerrold E. Kemp and Deane K. Dayton, Planning and Introducing Instructional Media. New York: Harper and Row, Publishers, 1985, pages 240 and 247.



SHAPE DRILL

Which shape is a HEXAGON? D

SHAPE DRILL

No. Shape D is an OCTAGON.
It has 8 sides.
Try again. B

SHAPE DRILL

That's right.
Shape B is a HEXAGON.
Press RETURN to continue.

Drill and Practice

A second concept in relating software to previously emphasized subject matter may involve the concept of remediation. Here diagnosis is emphasized in identifying a specific consistent problem in learning and helping the involved student overcome the deficiency. Ample opportunities inherent in selected software should assist each student to overcome one or more specific weaknesses in learning. Software emphasizing remediation should guide students in its intent to locate and correct one or more weaknesses in student progress. Unless this is done, a pupil may well practice that which is incorrect. There is less chance of a student achieving success if deficiencies in learning remain. Sequence in achievement for each learner places emphasis upon correct border of content according to the students own unique perception. Learning new subject matter might not be possible unless previously made errors are remediated. Thus, software termed as being remedial in nature must have content which truly does diagnose and remediate. Wager[3] wrote:- -

> 1. Diagnostic testing of the students to determine what they know. This step assumes that the curriculum has been translated into groups of measurable learning outcomes, that an appropriate instructional sequence has been determined, and that test items based on those outcomes have been developed. Diagnostic testing does not require a computer, but the computer makes the whole process more manageable by facilitating the development and scoring of tests.
>
> 2. The second function of CMI is instructional prescription. The information generated by the diagnostic test is used in "prescribing" a student's course of studies. This stage assumes that design technology

---

[3] Walter Wager, "Computer Managed Instruction", National Association Secondary School Principals Bulletin, February, 1985, pages 26 and 27.

> has been applied in two ways: That replicable instruction has been developed or selected, and that the instruction is cross-referenced to the objectives.
>
> Since design technology is not necessarily dependent upon the teacher for instructional presentation, remediation of a student can be offered before cumulative failure occurs.
>
> 3. A third function of CMI is student progress reporting and information management with regard to the efficiency and effectiveness of the curriculum. Student performance is reported as the objectives mastered along with the time interval between the assignment and mastery. This information can be used to improve the effectiveness of instruction and to aid in instructional planning.

Tutorial programs provide new subject matter to involved students. The emphasis here is upon additional or added content for the learner, rather than drill and practice, or diagnostic and remediation. The learner when interacting with a tutorial program must truly experience the new in terms of ideas to be gained. It is the student who perceives new content to be forth coming on the monitor or screen of the microcomputer. New content then is not in the perception of the programmer but rather within the learner. Programs emphasizing the tutorial concept need to have an appropriate order of subject matter by which progress in learning is emphasized in a step by step progression. The significant rather than the trivial must be reflected in the software.

Kennedy[4] wrote:

> A tutorial differs from a drill-and-practice program by providing primary instruction as well as practice. A tutorial program that provides branching to account for different levels of student comprehension is preferred over a program that cannot individualize instruction. A typical program instructs children about the meaning of common fractions, operations with common fractions, cancellation, reduction, and other fraction concepts.
>
> A map is a model of all or part of the world, whereas a terrarium is a model of a biological environment. In the domain of computers, simulation programs model a situation in science, economics, art, or some other field to provide a realistic setting in which students study alternative futures. For example, Sell Bicycles sets up an environment in which a student plays the role of manager of a bicycle-manufacturing company who must determine production figures, an advertising budget,

---

[4] Leonard M. Kennedy, Guiding Children's Learning in Mathematics. Fourth edition. Belmont, California: Wadsworth Publishing Co., 1984, page 130.

and selling prices. Three similar programs for the MECC are Sell Apples (grades 3-6), Sell Lemonade (grade 6), and Sell Plants (grade 4-6). Their Solar Distance is a science program that involves students in comparing time and speed for various vehicles in simulated trips to the planets, and Oregon simulates a wagon train trip to Oregon in 1847, during which participants must handle finances for the trip. Each of these and similar simulation programs involves students in problem-solving situations for which a variety of strategies are required.

Programs involving the concept of simulation have become rather popular in microcomputer usage. Within the framework of simulations, students

1. make choices and decisions.
2. receive feedback based on each decision made.
3. secure data from feedback which provides information for a new-choice to be made.
4. experience content in sequence, presented deductively for student acquisition. Each student needs to possess adequate readiness to benefit from the subject matter.
5. experience the real world, as much as possible within the software and microcomputer framework.
6. face a minimum of threat when a simulation model is in evidence, as compared to the real world.
7. experience processess or procedures when responding to realistic situations.

The simulation entitled Choice or Chance[5] has the following sequential content as an example on The Exploration Period:

> Little is known about Hudson's life before his travels as an explorer began in 1687. During his sailing career, he sailed for both the Dutch and English.
>
> Hudson's voyages in 1687 and 1688 were founded by an English trading company, The Muscovy Company. His goal was never reached. In 1689, Hudson was hired by the Dutch East India Company, also a trading company, to lead another expedition. He again headed northeast hoping to avoid the ice floes. After the crew and supplies were in place, the ships set sail from Amsterdam, Holland on April 6, 1689. Their goal: find a northern route to Asia.

---

[5] Choice or Chance, Chicago, Illinois: Rand McNally and Company, 1984.

Follow their journey (a relevant map is shown on the screen):
*Sail north and east to Novaya, Zemla, and an island in the U.S.S.R.

*Crew threatens mutiny, but Hudson convinces them to sail southwest. *Arrive at the coast of Maine and cut a mast for the ship on July 18, 1689. Some trading was done at that time. *Sail south, along the coast to what is now called the Chesapeake Bay. Arrived on August 3, 1689. *Sail north along the coast to what in now called the Delaware Bay. *Continue to sail north along the coast until a large inlet is spotted.

Imagine that you are Hudson. Use the map, called Dutch Exploration, to help you make decisions, consider the Geographic Factors presented and how they affect your decisions. Draw the course you choose and keep a record of your decisions on the map page. You are now ready to sail upstream and explore. Good Luck!

As you continue farther into the inlet, a large island is seen.

The island is covered with rolling hills that come to the shore. Streaks of yellowish copper are seen in the exposed hillsides.

The island is covered with oaks.

Strong saltwater tides occur. A suitable harbor with a depth of 4-5 fathoms is seen.

The inlet is constantly windy.

Do you wish to

A. settle in this area?
B. explore further upstream?
C. return to Amsterdam?

Feedback is then given on the screen pertaining to choice(s) made. Additional content is presented so that new sequential decisions may be made by students.

According to the writer, Choice or Chance? simulation

1. relates or correlates history and geography in an effective manner.

2. attempts to make the past real for students.

3. involves learners in responding to realistic situations.

4. tries to bring vital facts to the students' attention before decisions or choices are made.

5. has a logical sequence developed for learners prior to their utilizing the software. In a psychological curriculum the student, within a framework, orders in degrees his/her own sequence.

6. emphasizes low risks to students in the decision-making arena.

Choice or Chance? could improve in the following:

1. have students interact more frequently with content on the screen.

2. include additional social science disciplines such as political science, sociology, anthropology, and economics.

Games and the Microcomputer

There are selected games which may assist students to achieve well within the framework of microcomputer use. Games generally are highly interesting to learners. Their use has wide acceptance prior to the microcomputer era. Thus, games in spelling, reading, science, social studies, and mathematics, among other curriculum areas, are/were purchased from a commercial company or made by the classroom teacher. The writer recently saw the following spelling game made by the teacher:

1. a spinner was made pointing to the numerals one through four.
2. cards with selected spelling words were placed faced down with a separate set for stack one, stack two, stack three, and stack four.
3. four pupils were involved in playing the game.
4. the learner that spun the spinner landing on the highest numeral started the game.
5. the first participant might spin a value of three with the spinner. He/she would then need to spell correctly the spelling word on the top card of stack three. A different player would lift the card for player number one to spell the word correctly, either orally or in writing. If successful, the learner moved forward three spaces on the game board as indicated by the spinner.
6. pupils sequentially would take turns spinning the spinner and attempt to spell their word correctly. Stack one had the easiest words in spelling and in ascending order of complexity, stack four had the most complex spelling words.

To the writer when viewing participants in the above named homemade spelling game found that students were:

1. highly interested in the game.
2. eager to be the winner.
3. motivated in wanting to learn to spell words correctly in each of the four stacks.
4. competitive in their endeavors. Competition could be quite intense.
5. stimulated in wanting to play the spelling game.

There are selected excellent programs for microcomputer utilization emphasizing the gaming approach. CompuCat Spell[6] is a game for pupils to play in the area of spelling. The following are inherent in the game:

1. rules are presented for two players to play at a time.

2. there are three different games in the above named software.

3. the involved students can select slow, average, or fast for the speed of the software presentation.

4. ten, twenty, thirty, or forty points can be earned for each question answered correctly.

5. the student must respond to a question on the screen before a "cat" jumps from block one to block ten. If the learner does not respond within this allotted time, he/she loses ten points.

6. extra bonus points can be earned in the game. This is indicated when a "cat" moves across the top of the screen. One extra bonus point frame has the following item:
   A pup is a:
   1. dug
   2. dig
   3. dog
   4. dag

   The learner needs to type the correct numeral on the terminal to receive an extra point.

7. each student can receive a printout of results of the game played. The printout, among other items, contains the number of questions answered correctly, questions missed, and total questions answered. The printout also contains the correct answers to items missed by the involved student.

8. sound is available for reinforcement of correct responses given by students.

9. the manual contains a scope and sequence chart of content contained in the software, such as game one containing short and long vowel monosyllables; short and long vowels; synonyms, antonyms, and word meanings; as well as students choosing correct spelling of sound-spelled words.

Software and microcomputer usage must possess definite standards or criteria. Weller and Wolfe[7] wrote:

> Because software is the heart of the microcomputer, familiarization

---

[6] CompuCat Spell, New York: McGraw Hill Book Company, 1985

[7] L. David Weller and Delores M. Wolfe, "The Principal and Computerized Instruction, "National Association Secondary School Principals Bulletin, February, 1985, page 30.

with existing programs and procedures for their selection and evaluation is necessary. One good source for such information is teachers who have used and/or developed various software packages in a variety of subject areas.

Teachers should be encouraged to consider the following categories when they are selecting software to match curricular objectives:

1. The appropriateness of the concepts to be taught and the developmental stage of the students.

2. The supporting documentation—auxiliary materials and validation information.

3. The scope, sequence, and quality of the content being presented.

4. The program's presentation format in terms of clarity, pace, and ease of use.

5. The accuracy of evaluation techniques used to assess learner outcomes.

Teacher Written Programs

Numerous educators advocate teachers writing their very own programs. Reasons given for teachers being actively involved in program writing include the following:

1. programs can then be tailor-made for learners. Students in a classroom have unique needs different from content contained in software developed by commercial companies.

2. the scope and sequence in the school curriculum might be varied as compared to software offerings from publishing houses.

3. the order of content for student interaction can be developed more effectively by a teacher as compared to a programmer removed from the local school and classroom.

Pertaining to teachers writing their own programs[8]:

> Two summer experiences of intensive work with teachers and the analysis of their products, achievement, and reactions led to the following recommendation:
>
> 1. During a two-week session, instruction in one computer language appears to be "enough." Introduction of a second language is likely to cause confusion among participants.

---

[8] The Arithmetic Teacher, October, 1984, pages 23 and 24.

2. Given this constraint, and because of its potential as a structured programming language with graphical and editing features, Logo is the most appropriate language for introducing elementary and middle school teachers to computers. Logo is a good starting point for teaching teachers to write programs and is a computer language they feel confident in teaching their students.

3. Because the teachers already brought with them considerable knowledge of programming procedures (expressed in ordinary language) and were very successful in learning Logo, curriculum supervisors should take advantage of Logo's wide accessibility. Logo dialects exist for many brands of microcomputers, including Apple, Atari, Commodore, Franklin, Radio Shack, and Texas Instruments.

4. The two-week session worked well, but to avoid an information overload, especially during the school year, the session could be broken into two one-week sessions. During the first week turtle graphics, procedure writing, and disk management could be taught and complemented by an examination of existing educational software such as MECC's Elementary Volumes. Several small projects could be assigned between the sessions, which could involve interactive programming, words, and lists, to be followed by a larger project or several smaller projects. An alternate schedule could be used during the school year that would involve a series of two-day workshops on weekends.

5. Teachers' enthusiasm for a language and their readiness for implementation of it in the classroom must be balanced by the application of this newly acquired knowledge to a variety of different tasks and must be accompanied by the teachers' reflecting on what they have learned. Also, various instructional uses of computing should be considered, with special emphasis on programming by students. Special assignments could require the teachers to produce sample programming tasks for students involving the material that is usually taught.

In Summary

These are exciting times in the educational arena. New and improved technology are prevalent in school and in society. Microcomputer instruction is becoming a major means in guiding students to achieve objectives. To assist students to attain optimally, software content needs to

1. be meaningful to learners.
2. emphasize purpose or reasons to involved learners.
3. provide for diverse achievement levels in a classroom.
4. stimulate interest in learning.

Selected References

The Arithmetic Teacher, October, 1984, pages 23 and 24.

Choice or Chance, Chicago, Illinois: Rand McNally and Company, 1984.

CompuCat Spell, New York: McGraw Hill Book Company, 1985.

Kemp, Jerrold E. and Dayton Deane K. Planning and Introducing Instructional Media. New York: Harper and Row, Publishers, 1985, pages 240 and 247.

Kennedy, Leonard M. Guiding Children's Learning in Mathematics. Fourth ed. Belmont, California: Wadsworth Publishing Co., 1984, page 130.

Morris, Van Cleve and Pai, Young, Philosophy and the American School. Boston: Houghton Mifflin Company, 1976, page 378.

Wager, Walter, "Computer Managed Instruction", National Association Secondary School Principals Bulletin, February, 1985, pages 26 and 27.

Weller, L. David and Wolfe, Delores M. "The Principal and Computerized Instruction, "National Association Secondary School Principals Bulletin, February, 1985, page 30.

SOCIAL STUDIES AND THE LEARNER

A variety of activities need to be provided to students to stimulate interest, purpose, and meaning in ongoing units of study. Each learner must achieve optimally in the social studies curriculum. Which opportunities in learning might guide optimal learner progress in a unit on The Middle East?

Student Experiences and the Curriculum

How then might individual differences be adequately provided for in the social studies?

1. Guide students to gather data from a variety of reference sources and summarize related content pertaining to King Hussein (Jordan), Menachem Begin (Prime Minister of Israel), Anwar Sadat (late President of Egypt), Gamal Abdul Nasser (late President of Egypt), Hafez Assad (President of Syria), King Fahd (Saudi Arabia), and Yassir Arafat (leader of Palestinian Arabs).

Learners need to understand how each of the above named leaders provided for changing scenes and situations in the Middle East area of the world.

2. Assist students to understand vital religious beliefs of Islam and Judaism. Thus, for example, students might research subject matter on the lunar month of Ramadan, sacred to believers in Islam, and Yom Kippor, relevant to devout Jews.

Students need to understand how religious beliefs of Arabs and Jews affect human behavior in conflict situations in the Middle East.

3. Have learners construct a model of the Dome of the Rock, a Moslem Mosque, located inside the walls of Old Jerusalem. The Dome of the Rock

was completed in 691 A.D. Mohammed, according to devout believers in Islam, ascended into heaven and came back to earth again in the Dome of the Rock area. Students may also construct a model of the Jewish Wailing Wall, also called the Western Wall, the only remnant of the ancient Jewish temple. Learners need to understand the history of the Dome of the Rock, as well as the Wailing Wall. The wall around Old Jerusalem completed in 1542, as a model, can be made from a large cardboard box. The eight gates leading into Old Jerusalem may also be represented on the cardboard box. An illustration of the walled city may well provide students with an appropriate model in developing the wall around Jerusalem from the cardboard box. Creativity on the part of learners is necessary to complete a realistic model of an actual walled city.

4. Guide students in developing a relief map of the Holy Land area. A map of this region may be traced on a piece of plywood approximately two feet wide by three feet long. A small map may then be placed in an opaque projector to present an adequately large projection on the plywood. Modeling materials made of an equal mixture of flour and of salt with enough water added to make a thick paste may be utilized on the outline map. Items, such as the following, may be formed, using the modeling materials on the traced map:

(a) the Sea of Galilee in the north which is, approximately, eight miles wide by thirteen miles long. The Sea of Galilee surface is 680 feet below sea level.

(b) the Dead Sea in the south being approximately ten miles wide by forty five miles long. There is no animal or plant life in the

Dead Sea. The surface of the Dead Sea is 1300 feet below sea level. Nearly 26 percent of what exists in the Dead Sea is salt and other minerals.

(c) the Jordan River which connects the Sea of Galilee in the north with the Dead Sea in the south. The Jordan River is about two hundred miles long as it follows a meandering, not a straight line, pattern. The Jordan River is, no doubt, the only known river on the planet earth that flows below sea level.

(d) the city of Jericho, located four miles north of the Dead Sea, is 700 feet below sea level in elevation. It is a beautiful oasis, surrounded by a semi-desert region. Jericho is frequently mentioned as the oldest continuously inhabited city in the world. Lucious bananas, oranges, grapefruit, lemons, and dates are grown in Jericho.

THE PUPIL, RELIGIOUS BELIEFS, AND THE CURRICULUM

Religious beliefs of individual pupils affect exhibited behavior. Thus, the teacher needs to have knowledge about diverse denominations and religions to be able to teach selected pupils in an effective manner. Why might a pupil refuse to participate in flag saluting ceremonies? In 1943, the Supreme Court in Barnett versus West Virginia handed down a ruling that members of the Jehovah's Witness sect cannot be required to salute the United States Flag. Devout Jehovah's Witness members believe in the Kingdom of God rather than a secular kingdom. Separation of Church and State has long been a major objective of the federal government.

The contents of this manuscript in no way endorses the teaching of sectarian religious beliefs in the public schools, but rather an attempt is made to assist teachers to understand how religious beliefs affect human behavior. The balance of this paper will be delimited to assisting teachers, principals, and supervisors in the public school in understanding behavior pertaining to diverse Mennonite groups.

General Conference Mennonites in the Public Schools

Most General Conference Mennonite children attend public school. In very small cities and in rural areas, a school system may largely contain children from General Conference Mennonite background, as well as other Mennonite sects. General Conference Mennonite children dress very similarly to other pupils in the United States. Indeed, by physical appearance and dress, these children look no different than other learners. There are General Conference Mennonites living in most large cities in the United States. Initially, these people were farmers. With farmland becoming increasingly less available and more expensive, a rural to urban movement has been in evidence for sometime. There are General Conference Mennonites who are medical doctors, osteopathic physicians, college/university professors, teachers, principals, supervisors in schools, registered nurses, managers, and owners of businesses. Few indeed have entered the legal profession. Thus, there are General Conference Mennonites who farm, but increasingly a larger percentage of their population is involved in the professions, as well, of course, as in other kinds of work.

Most General Conference Mennonite young men during times of conscription serve in alternative service (conscientious objectors to wars) as compared to military service. Young as well as older adults give time and assistance when disaster strikes in the United States, as well as abroad. Thus, free time is given to cleaning up after cyclones and hurricanes have occurred in an area. Or, food and clothing is distributed to needy victims of war. Neither victims of these disasters nor does any level of government pay for involved services. Children of General Conference Mennonites tend, of course, not to worship military heroes or glorify in wars fought. Rather, peaceful solutions to a conflict is desired.

Juvenile delinquincy and crime basically do not exist among General Conference Mennonites. Self-discipline of the individual is emphasized. Most General Conference Mennonite children tend to work hard in the school/class setting.

Membership in lodges is frowned upon and usually forbidden in General Conference Mennonite groups. Taking of oaths and swearing as to the truth of a document is generally forbidden. In attesting to the truthfulness of a document, affirming rather than swearing is the rule.

Drinking, dancing, and using tobacco generally are also frowned upon. Total abstinence in these areas is generally advocated.

The Old Order Amish in the United States

The majority of Old Order Amish children attend their own parochial schools. However, there are exceptions to this generaliztion. A few do attend public schools. The Old Order Amish are the most conservative of the diverse Mennonite sects. They definitely do not believe in the concept of modernism. Thus, horse drawn farm machinery is utilized in farming operations rather than tractors and self-propelled combines with power steering, air-conditioned cabs, and hydraulic lifts. Horses and buggies are utilized to transport people and selected goods rather than modern automobiles. It takes a strong physical body and a love of horses to do well as an Old Order Amish farmer. Heavy manual labor is involved in plowing, disking, and seeding land using horses in these operations.

Kinds of clothing worn by Old Order Amish clearly distinguish them from most other individuals in the United States. Men and boys wear suspenders with their trousers. The trousers are usually made of blue denim materials. No stipes or checks are permitted on clothing worn. The shirts worn may be blue, light green, or light brown in color. Bright colors are not in evidence. Black may be a favorite color of coats worn. Black broad-brimmed hats are also frequently worn. Straw hats are worn by many men and boys in summer. The Old Order Amish girl or woman wears a prayer cap rather continuously. The dresses worn extend to the ankle, wrists, and have a high neck line. Dresses may be blue, purple, black, or green in color. Again, stripes, checks, and flashy colors are not in evidence.

Old Order Amish attempt to be highly self-sufficient rather than interdependent in society. The following generalizations substantiate statements pertaining to the concept of self- sufficiency among Old Order Amish:

1. Money is not paid into Social Security. Payments from Social Security are definitely not wanted in case of disability, retirement, or for any other reason. Old Order Amish assist each other in times of need.

2. Old Order Amish assist each other in cases of disaster. For example, if a barn is destroyed due to fire or natural disasters, members assist in rebuilding that which was destroyed. If an Old Order Amish farmer dies or is ill, other Amishmen assist in taking care of needed farm work.

3. Grain and hay is grown on Amish farms. These crops, in return are fed to livestock. Thus, an adequate supply of beef, pork, and eggs, among other items, are produced for consumption on the local farm.

4. Cloth is purchased to sew clothing for the entire family. Thus, shirts, trousers, dresses, and coats are sewn by the Amish housewife as well as girls in a family who are old enough to sew.

5. Amish families tend to be large in size. Eight to ten children in a family may be rather common. Birth control practices are definitely frowned upon. The father is the head of the family. Divorce is not permitted among the Old Order Amish. The Amish family is a closely knit unit. Patronizing commercial places of recreation and eating establishments outside the home setting is frowned upon. Church services, weddings, and funerals are held in the home setting.

6. Old Order Amish tend to visit among themselves. They minimize visiting with outsiders. These situations develop feelings of closeness among the Old Order Amish.

7. An Amish farmer may construct/make his own horse drawn buggy for transportation purposes. An Amish farmer may also be hired to build a buggy. He may specialize in this area of work.

8. Blacksmiths are necessary workers in any Amish community. Implements need building as well as repairing. Horse drawn equipment used or purchased at farm sales is old. New standardized parts, of course, are generally impossible to purchase at an implement dealer. Thus, blacksmiths need to make parts for horse drawn grain binders, grain drills, plows, and harrows. Blacksmiths also put horseshoes on selected horses.

9. Eighth grade education is terminal for Old Order Amish pupils. Amish believe that eight years of formal education for pupils is adequate to prepare their children to be farmers and housewives. Amish education consists of the 4 r's--reading, writing, arithmetic, and religion. Much reading also is done by Amish pupils in the curriculum areas of social studies and science. No audio visual aids are used in teaching. There are no electrical outlets in an Amish school.

10. Health care is purchased as needed by Old Order Amish Mennonites.

There are many Amish settlements in the United States. Old Order Amish live in Pennsylvania, Maryland, Michigan, Ohio, Indiana, Missouri, Kansas, Iowa, Mississippi, Arkansas, Brazil, and Hondouras, among other states and nations.

The Holdeman Mennonites

Less well known in the United States than the Old Order Amish are the Holdeman Mennonites. Holdeman men wear beards. Otherwise men's clothes for doing farm work looks much like that which other workers in American society wear. Men's suits are conservative in color with no flashy colors. Ties are not worn. Holdeman women wear prayer caps. Dresses have a very high neckline with long sleeves extending to the wrists. The dress extends down to between the knees and ankles.

Holdeman children attend school, both public or their own private schools, through the eighth grade level. Most Holdeman Mennonites are farmers. However, with the scarcity of land holdings, selected men have entered the building trades. Holdeman women may work in grocery stores. Holdeman pupils can be permitted to go beyond the eighth grade level of schooling if they become teachers or registered nurses. However, teachers in their own Holdeman private schools may teach having completed an eighth grade education.

Modern farm machinery is used by Holdeman farmers. They also drive cars. Electricity is readily available in Holdeman homes for operating refrigerators, deep freezes, washers, and dryers. Radio and television is not permitted in the home setting. Nor are radios in existence in their cars.

Holdeman Mennonites are a closely knit group. In case of misfortune and disaster, members assist each other. In time of conscription, Holdeman young men serve as conscientious objectors to war. They may work in hospitals or in relief work overseas, when engaging in alternative to military service.

In Summary

Teachers, principals, and supervisors need to understand how religious beliefs affect pupil behavior in the school/class setting. Culture is a powerful factor in determining human behavior. There, or course, are many other variables. Educators should attempt to understand why pupils behave as they do.Religious beliefs adhered to may be a significant factor.

MINORITY GROUPS, THE PUPIL, AND THE CURRICULUM

Selected relevant objectives that learners need to achieve during the public school years might well include

(a) respecting and working harmoniously with other human beings regardless of race, creed, or national origin.

(b) appreciating contributions made by others in areas such as medicine, law, education, religion, politics, science, literature, art, music, and vocations in general.

(c) attempting to solve problems of human beings in the surrounding natural and human made environment.

Thus, it is relevant to teach an ample number of units on minority groups in the United States, such as the Black American, the American Indian, and the Mexican American. Pupils need to achieve vital objectives in these social studies units. Hopefully, minority group individuals ultimately will have improved opportunities in obtaining quality jobs, housing, and education.

Culture, the Pupil, and the Curriculum

In addition to studying an ample number of units relating to the Black American, the American Indian, and the Mexican American, pupils may also develop appropriate understandings, skills, and attitudes pertaining to other less known minority groups in the United States. Thus, pupils will realize that what is valued or prized highly differs from subculture to subculture. Perhaps, included in a unit on "Minority Groups in the United States," pupils may develop important learnings such as the following pertaining to Old Order Amish.

1. Amish generally use horses and buggies for transportation as compared to automobiles.
2. the use of electric lights and running water in the home is generally frowned upon.
3. many Old Order Amish farmers use horse drawn farm equipment as compared to using tractors with power steering, self-propelled combines with air-conditioned cabs, and other modern farm machines.
4. Amish usually speak Pennsylvania Dutch in the home setting; German is used in church services.
5. neighbors take care of farming needs (plowing, disking,seeding, and harvesting crops) of a sick person unable to complete needed farm operations.
6. young men of draft age enter alternative forms of service as con-

scientious objectors (work in hospitals, farms, and in relief work overseas) instead of entering military service.

7. Amish are exempt by law in paying social security taxes and do not want benefits from the federal government, such as retirement income or disability pay.

8. Amish wear "plain clothes" such as women wearing long dresses and bonnets. Married men wear beards; hooks and eyes fasten outer clothes (no buttons). Darker colors of clothing are worn by both men and women.

Members of the Old Order Amish live in many areas of the United States such as in Pennsylvania, Indiana, Missouri, Kansas, Ohio, Tennessee, and Mississippi.

A less well known minority group living in selected parts of the United are the Hutterites. Unique cultural values of the Hutteries include

1. owning property in common on a commune.

2. eating all meals in a communal kitchen.

3. the business manager providing leadership in the economic sphere on a commune such as in selling farm products and buying modern farm machinery.

4. placing workers at different tasks in working on the farm is a major role of the work supervisor.

5. providing overall leadership on a commune, including schooling of children, is the role of the Hutterite minister.

6. buying insurance, such as buildings, livestock, and farm machinery being insured against fire damage, is strictly frowned upon.

7. high respect for older and retired Hutterites.

Pupils in the school setting should thoroughly understand the values, beliefs, customs, and goals of minority groups living in the United States. Learners should analyze and clarify their own values in terms of the good life for all human beings.

Organizing the Curriculum

Pupils need to develop understandings in depth pertaining to contributions of minority group Americans in the areas of are, music, architecture, customs, vocations, sports and games, and beliefs. To accomplish this objective, the school curriculum may emphasize separate units of study devoted to pupils studying "Minority Groups in American Society." Other units of study might well incorporate relevant understandings, skills, and attitudes pertaining to minority groups.

Each major social science discipline should make its needed contribution in units of study on minority groups living in the United States. Learners may then study content from the following disciplines in these social studies units.

1. history of minority groups being studied.

2. geographical features (urban factors, rural factors, climate, and land forms) as they affect human behavior.

3. the economic world of minority group individuals.

4. political institutions as they affect minority group behavior. Hutterites, for example, have the following hierarchy in leadership on a commune-minister, business manager, and work supervisor. All minority groups should be studied in terms of how political institutions on the local, state, national, and international levels affect human behavior.

5. the culture, norms, and sanctions of minority groups (anthropology and sociology).

6. other curriculum areas such as mathematics and science may be brought in as needed to develop an integrated curriculum.

Evaluation of Leaner Achievement

In units of study pertaining to minority groups in the United States, adequate emphasis must be given in appraising pupil achievement in terms of respecting and accepting all human beings more so now than formerly. Thus, relevant attainable understandings, akills, and attitudes objectives need to be achieved by pupils in ongoing units of study.

CITIZENSHIP EDUCATION AND THE BASICS IN THE CURRICULUM

There is much concern in American society pertaining to pupil achievement in reading, writing, and arithmetic, in particular. The lay public and selected educators believe that pupils are not achieving as well in the three R's compared to previous pupil achievement in these same curriculum areas. Results from selected standardized tests comparing pupil achievement in the early 1960's with present day performance seemingly confirm these feelings. It, of course, is difficult to say if pupils are not achieving as well in reading, writing, and arithmetic, as compared to earlier specific intervals of time. However, content written in newspapers, periodicals, and books, as well as in oral presentations made by selected individuals seemingly confirm the thinking that pupils could achieve at higher levels in the basics in the school curriculum.

There are numerous other vital curriculum areas, in addition to the three R's, such as science, social studies, health and physical education, art, and music. Citizenship education also may be highly valued in teaching-learning situations. There are needed understandings, skills, and attitudes for pupils to develop which give guidance and direction in the citizenship arena. How pupils relate to themselves and others is indeed significant! Ethics and morality seemingly are component facets of what can be called citizenship education.

Citizenship Education as a Basic

Citizenship education may be perceived differently by interested individuals who wish this concept to receive adequate emphasis in teaching-learning situations.

Citizenship education may be perceived as stressing inculcation of pupils with selected values. Thus, teachers may feel that specific beliefs on what makes a good citizen has stood the test of time. These criteria have been excellent for Americans to inculcate in the past as well as in present times. These values may include the following:

1. to fight in wartime for one's country is the heart of patriotism.
2. formal ceremonies involving saluting the flag and singing the National Anthem make a person patriotic indeed.
3. one must thoroughly support the free enterprise system as it has existed and as it now exists in the United States.
4. foreign nations not abiding by American interests abroad may well be leaning toward nations of the communist world.
5. American interests must be protected abroad. In dealing with other nations on the face of the earth, the overriding criterion should be - Does it support United States interests?
6. the private sector alone should provide jobs for American citizens. If the public sector aids in providing work for individuals, this is emphasizing socialistic and communistic tendencies.

7. most individuals on welfare do not want to work and like to receive a handout from local, state, and federal sources of money.
8. law and order are two concepts that need heavy emphasis when dealing with situations domestically. Laws should remain as stable as possible. The ideals of the founding fathers of our nation generally are still appropriate today.
9. the private sector of the economy, such as the business world, should be given tax breaks to encourage more investing in buildings and tools in order to provide secure jobs for individuals. The public sector, or diverse levels of government, should not provide job security for individuals. The concept of the public sector or diverse levels of government aiding in providing job security is foreign to the ideals of Americanism.

As a second method of emphasizing citizenship education in the curriculum, teachers may emphasize skills of problem solving to guide pupils in the human relations arena. Thus, in school and in society, pupils individually, as well as with teacher guidance, identify problems and attempt to arrive at relevant solutions which must be appraised critically and creatively. The effect of each possible solution must be analyzed as thoroughly as situations warrant. Thus, for example, problems, such as the following may be identified and ultimately resolved in the school-community setting:

1. obtaining satisfying and full employment for each able individual.

2. caring adequately for the needs of the elderly and the poor.
3. having minority groups also receive their fair share of the good things in American society.
4. providing a quality education for all individuals in society.
5. meeting needs for appropriate health care for each individual.
6. changing selected laws to reflect needs in contemporary society.
7. helping individuals who are addicted to negative forces and habits, such as the use of drugs and alcohol, to regain an adequate self-concept.
8. developing a healthful, clean environment, as free from pollution in its diverse forms as possible.

There, of course are other problem areas which could be identified and solutions sought in American society.

Thirdly, there are selected teachers who adhere to the philosophy of idealism in the teaching of citizenship. These teachers may believe there are universal standards for all individuals to follow. These universal standards or criteria must be sought. Superficial concepts and generalizations are inadequate. These universal guidelines are relatively stable and are applicable to most problematic situations in life. Thus, for example, the Golden Rule may well work in one's dealings with others. The Golden Rule is a criterion for citizenship which has been applicable to realistic situations in life in the past as well as in present times. It is a complex situation to determine the meaning of as well as to apply this Rule to specific dilemmas in life. However, according to idealists it is a time honored guideline to utilize in determining one's relationships with others. Teachers, principals, and supervisors who adhere to idealism as a philosophy of education believe that universal standards in being a good citizen can be discovered by individuals. These standards exist and need acceptance.

Fourthly, existentialism as a philosophy of education may also have much to offer in terms of criteria for a good citizen. Existentialists strongly believe in each individual choosing paths of action. Each path of action must be appraised in terms of its effect or consequences. The individual must make choices in order to truly be a human being. If choices are made by others, the individual no longer basically is human nor a free person. Thus, choices made can lead to achievement, success, failure, or even alienation. Anxiety is generally involved in making choices in life. As a whole, human beings are not contented individuals. If they are content, they do not foresee situations in life which need changing. Freedom to make decisions is important for each human being. Thus, in decision-making situations, morality is involved. Pupils in the school-class setting need to have ample opportunities to engage in the study of values and their utilization in making choices in life. Knowledge and content gained is subjective to the individual and not objective. Thus, literature, art, music, sculpture, drama, and values clarification are excellent areas of study for individuals. These activities emphasize methods of expression for individuals. Each individual then must make choices and engage in decision making, according to existentialists. Human beings, individually, crave freedom. To be human, each person must engage in the making of choices. End results of these choices may lead to desired or undesired results. Situations in life may not be rational but be absurd in terms of what transpires.

Concluding Statements

There are diverse opinions in society as to deeds and acts reflecting good citizenship. Criteria pertaining to morality and ethics are inherent in concepts pertaining to citizenship education in the school curriculum, as well as in the curriculum of life. Educators need to study diverse philosophical schools of thought to gain needed understandings, skills, and attitudes pertaining to emphasizing principles of citizenship education in teaching-learning situations.

ISSUES IN THE SOCIAL STUDIES CURRICULUM

There are numerous issues in the social studies curriculum which educators should consider and attempt to resolve. Each issue must be understood in terms of its strengths and weaknesses. Thus, teacher, principals, and supervisors may be able to eliminate or modify identified weaknesses within an issue. Objectives, learning experiences, and evaluation procedures utilized in teaching-learning situations should be grounded in recommended principles of learning and teaching as well as in a consistent, sound philosophy of education.

Use of Social Studies Textbooks

Elementary school social studies textbooks have, in selected situations, been greatly misused in classroom settings Thus, for example, in a class of thirty pupils, all students have been studying and reading content from the same page at the same time. This violates providing for individual differences among learners in a class who differ much from each other in capacity, achievement, interest, motivation, and socio-economic levels.

Elementary school social studies textbooks may be misused if the following methods of teaching are followed:

1. The content of the text is followed in sequence as written by the author with all learners being on the same page at the same time.

2. The teacher does not provide adequate readiness experiences for pupils prior to reading content.

3. A lack of creativity is in evidence in teaching when the teacher utilizes teaching suggestions contained in the teacher's manual section only, related to the elementary social studies textbook used by learners.

4. Pupils not reading up to the level of achievement demanded by the series of social studies textbooks being utilized hinder optimal achievement on the part of these learners.

5. Proficient readers reading well above the expectations of the content contained in the social studies texts may become bored and create discipline problems due to a lack of challenge in reading content.

Elementary school social studies textbooks may be wisely used if the following teaching procedures are utilized:

1. Prior to reading content from a social studies text, the pupil should have ample opportunities to gain related background information. The ideas will sound more familiar to pupils when reading content if needed background information has been developed.

2. While background information is being developed through viewing related pictures filmstrips, and films, along with other needed learning activities, pupils should see new words in print which they will meet later on in reading a given selection. Through the use of audio-visual aids, pupils may attach meaning to these terms.

3. Ultimately, pupils should have some questions in mind whereby they would read a selection from the social studies text to get related information.

4. Following the reading of a given selection in the elementary social studies textbook, pupils may reveal understandings in satisfying ways such as the the following:

(a) discussing the contents using higher levels of thinking.

(b) developing an illustration, frieze, or diorama pertaining to content read.

(c) dramatizing selected parts of content comprehended.

(d) making models and objects related to information obtained from the social studies textbook.

(e) reading related library books and presenting content to other learners within a committee.

(f) developing a mural within a committee setting.

(g) writing a summary or outline over content read.

(h) reporting to the class selected relevant main ideas gained from the reading activity.

(i) developing a "movie set" and putting in related content covering what had been read.

(j) letting pupils determine how they wish to reveal what has been gained in terms of content from the ongoing reading activity.

Inductive Versus Deductive Learning

Social studies educators have rather recently stressed the importance of pupils achieving learnings inductively. Thus, in inductive learning, the role of the teacher consists of

1. guiding pupil achievement rather than serving as a lecturer or explainer of content.

2. stimulating pupils in identifying problems and working toward desired solutions.

3. being a good asker of questions rather than a dispenser of information. Questions need to be asked in proper sequence.

4. helping pupils realize desired generalizations and main ideas as a result of interacting with a variety of learning experiences.

5. developing positive attitudes within learners in wanting to discover facts, concepts, conclusions, and methods of working.

6. helping pupils obtain needed materials and aids necessary in inductive learning.

Disadvantages given for inductive learning include the following:

1. It may take much time in helping pupils achieve learnings inductively as compared to deductively.
2. It may not be necessary for pupils to discover content which has been discovered and recorded by others.
3. Deductive learnings may be presented to pupils in a purposeful and interesting manner.

4. A skillful and responsible teacher can teach well using either the inductive or deductive approach.

Group Work Versus Individual Efforts

There are plans in education whereby pupils could learn on an individual basis only. This would be true of the following plans in teaching-learning situations:

1. Individualized reading. Here pupils individually select and read a library book of their own choosing related to a social studies unit. Following the reading of the library book, the teacher may have a conference with the pupil to assess comprehension.

2. Individualized spelling. Pupils individually with teacher guidance identify a set of spelling words to master. The set of words could come from an ongoing unit of study in the social studies. Thus, in a unit on the Middle Ages, a specific learner may study the correct spelling of words such as manor, serf, nobleman, castle, knight, chivalry, crusaders, moat, drawbridge, and tournament.

3. Writing activities. At a writing center, a pupil would select a picture of his or her own choosing to write about. Thus, if pupils are studying a unit on "Visiting a Farm," a learner may select from among the following a related picture to write about: tractors with air-conditioned cabs and power steering; dairy cows in a barn and a pipeline milker; sileage being augered down from a silo to a herd of hungry beef cattle; and laying hens in cages receiving mash using automated procedures.

There are many other good learning activities which may be mentioned pertaining to pupils learning on an individual basis only. However, there are selected questions which need to be asked concerning learning experiences whereby pupils develop learnings on an individual basis as compared to pupils working in committees or large group instruction.

1. How can balance in the curriculum be developed and maintained which emphasizes individual as well as committee work by learners?

2. How much emphasis should be placed upon pupils developing well individually as well as socially?

3. Which criteria should the teacher follow in teaching-learning situations pertaining to having pupils develop well individually as well as socially?

General Versus Specific Objectives

How specific should educational objectives be stated in the social studies? Advantages given for specific objectives in teaching-learning situations include the following:

1. Clearly stated objectives are necessary for good teaching to occur. Vague objectives, according to some educators, indicate a lack of clarity as to what will be taught.
2. With clearly stated objectives, it can be measured if pupils have or have not achieved the desired ends.
3. Quality learning experiences can be selected only if the objectives are clearly stated. Thus, learning experiences must relate directly to the chosen ends.
4. Measureable objectives and related learning experiences make it possible to determine the degree to which pupils are making progress.

Disadvantages given for utilizing behaviorally stated objectives are the following:

1. Relevant behaviors that pupils are to achieve cannot be stated precisely such as pupils developing an adequate self-concept or developing feelings of respect toward others.
2. Trivia may be taught if measurable objectives alone are used in teaching-learning situations.
3. Major emphasis should be placed upon selecting learning experiences rather than objectives for pupils to achieve.

When focusing upon learning experiences as compared to educational objectives in teaching-learning situations, the following kinds of learning activities would be better to emphasize:

1. those which require critical thinking, creative thinking, and problem solving.

2. those which develop feelings of appreciation and respect toward others.
3. those which aid pupils in developing a healthy self concept.

The Structure of Knowledge

Various educators in elementary school social studies have emphasized that pupils should achieve key structural ideas as identified by social scientists. These social scientists from colleges and universities include historians geographers, political scientists,anthropologists, sociologist, and economists. The methods that each of these social scientists utilize should also be used by elementary school children, according to selected social studies educators. Advantages given for using this approach in teaching elementary school social studies would be the following:

1. Pupils would be achieving relevant social studies concepts and generalizations.
2. Learners need to use appropriate methods of gathering data, such as using primary sources of information as historians do or using and making maps and globes to gather and summarize data as geographers do.
3. Teachers have more security in teaching of selected vocabulary terms, main ideas, generalizations, and structural ideas pertaining to each social science discipline. Thus, statements of structural ideas as gathered by social scientists would be available to public school teachers to implement in teaching-learning situations.

Disadvantages inherent in using the structure of knowledge concept in teaching the social studies would be the following:

1. Pupils may not be interested nor perceive purpose in gaining structural ideas.
2. Methods that social scientists use in gathering information may not harmonize with the needs and abilities of elementary school pupils.
3. Within each social science discipline, social scientists may not be able to agree upon relevant structural ideas.
4. An adult-centered social studies curriculum may be in evidence if pupils are to achieve structural ideas as identified by social scientists in their area of specialty.

New Disciplines in the Social Studies

Older disciplines making up the elementary school social studies curriculum include history, geography, and political science. Newer disciplines more recently incorporated into the social studies program include economics, anthropology, and sociology. Psychology and philosophy may also be included as newer disciplines. Reasons given for expanding the scope of the social studies curriculum include the following:

1. It was not adequate to study human beings from the point of view of history, geography, and political science only. Human beings should also be studied from the social science disciplines of economics, anthropology, and sociology, as well as psychology and philosophy.

2. Pupils should learn and utilize the methods of gathering information that social scientists utilize who specialize in the different social science disciplines mentioned in number one.

3. The social studies would become more relevant in the lives of pupils if additional social science areas were added to the social studies curriculum, namely ecomonics, anthropology, and sociology.

There are selected questions which may be asked pertaining to the different social science disciplines which provide content in the social studies.

1. How can balance be maintained among history, geography, political science, anthropology, sociology, and economics in the social studies curriculum?

2. How can the different social science disciplines become a part of an integrated social studies curriculum?

3. Which of these disciplines, if any, should become the basis for unit planning?

4. Can the classroom teacher have knowledge of diverse methods that social scientists in their area of specialty use?

5. Do public schools have aids and materials for pupils to utilize in working and inquiring as social scientists do?

6. Can the scope of elementary social studies become too broad when additional social science disciplines aid in providing content in the social studies?

The Child and the Teacher in Determining the Curriculum

An important issue in elementary school social studies that needs resolving pertains to who should select educational objectives, learning experiences, and evaluation procedures. There are selected questions which need appropriate responses.

1. Who chiefly should determine what pupils are to learn? The teacher? The child? The teacher and the child? Should other individuals be involved in deciding what pupils are to learn such as principals, supervisors, parents, members of boards of education, and diverse organizations within the community?

2. Who should select learning activities to achieve these desired objectives or ends?

3. Who should sequence learning experiences for pupils? Should the teacher or the chld, or both, be involved in determining sequence in learnings for pupils? What role should the programmer have in sequencing learnings for pupils?

4. Who should be involved in assessing pupil achievement? What role should standardized achievement tests play in evaluating pupil achievement? Should pupil achievement be assessed in terms of specific or behaviorally stated objectives? To what degree should the learner and/or the teacher be involved in determining the achievement of pupils?

Programmed Learning and the Social Studies

Programmed learning using microcomputers or textbooks has contributed much toward thinking in education.

1. Pupils progress in very small steps, generally insuring learner success in each step of learning.

2. Pupils basically know immediately if they are right or wrong in terms of responses given in programmed learning.

3. Learners individually may work at their own optimal achievement in programmed learning.

4. Programmers develop their materials so that pupils feel rewarded by being successful at each step of learning.

5. Pupils can become independent learners when pursuing sequential steps in programmed materials.

There are selected differences in programmed materials that are sold on the market. However, there are also many basic agreements in philosophy as to what should comprise content in programmed learning. For example, a programmed book or booklet may follow these criteria:

1. Pupils look at a small picture or pictures.

2. Content is read by learners below thse pictures.

3. Pupils then respond to a completion item.

4. Learners check their own response.

5. If a pupil is right, he is rewarded. If he is wrong in his response, he now knows the correct answer.

6. He then looks at the next picture, reads the related content, responds to an item, and then checks his own response.

7. Again, if he is right, he is rewarded. If the response given by the learner is incorrect, he now knows the correct answer.

8. The same steps may be followed over and over again when programmed materials are utilized in the class setting.

Programmed learning has been criticized by selected educators. Reasons given for the criticism are the following:

1. Programmed materials may become monotonous for pupils in ongoing learning activities.

2. Selected learners can advance at a more rapid rate in learning as compared to the small steps arranged sequentially by the programmer.

3. Relevant content may not have been selected by the programmer in writing programmed materials.

4. The child individually is a better determiner of sequential learning as compared to the programmer.

5. Achieving content in small steps may not meet the learning styles of selected learners.

6. Learning experiences need to be varied in the class setting.

Competition Versus Cooperation in the Class Setting

A very important issue that needs resolving in the elementary curriculum pertains to competitive versus cooperative efforts on the part of pupils in ongoing learning activities. Reasons given for pupils engaging in competitive experiences include the following:

1. Life in society demands that individuals excel in perfromance.

2. Achievements in the United States have come about due to rugged individualism in society.

3. Competition between and among learners brings out the best within individuals.

4. Individuals take pride only in personal achievements and not group or committee work.

5. It is normal for individual to be competitive.

6. Not all individuals can get to the "top" in achievement; thus survival of the fittest is important in school and society.

Disadvantages given for competition as a means of motivating learners in achieving well include the following:

1. Human beings in groups can do a better job of solving problems as compared to the efforts of individuals.

2. Progress in society has come about due to cooperative efforts of inventors, scientists, other professionals, and non-professionals.

3. Human beings must be educated to take pride in group efforts since this is more effective in scope as compared to the attempts of an individual in improving happenings in society.

4. Much merit can be placed on the statement "in union there is strength." Thus, achievement in society comes about due to united efforts of individuals determined to improve society.

It does seem necessary to emphasize balance between the concepts of competition and cooperation in the social studies curriculum. Individual efforts in positive achievement need to be rewarded in teaching-learning situations. Human beings need to find fulfillment in accomplishments on an individual basis. They, however, also must feel successful in group endeavors. Needed changes in society can come about through individual as well as group efforts. In the study of history, individuals and groups of individuals helped to change society from what it was to what exists presently. The following criteria are given to resolve controversies pertaining to individual and group efforts in achievement:

1. All individuals should feel successful in learning.

2. Individual achievement should definitely not be at the expense of others.

3. Respect for others is an important objective in the school curriculum.

4. Individuals working in committees and groups should feel rewarded in their efforts.

5. Good human relations should exist in group endeavors.

Pupil Involvement in the Community

Selected social studies educators have recommended that pupils' experiences in the school setting should involve participating in community activities. Thus pupils' social studies experiences could involve the following pertaining to working in the community:

1. cleaning up the school and nearby environment when studying units on pollution.

2. making recommendations to the mayor or city manager and council on ways to avoid pollution in a city area.

3. participating in a mayor-council meeting by making specific recommendations.

There are selected issues involved in having pupils become directly involved in community participation:

1. To what degree should pupils become involved in community affairs?

2. How much of the school day should be given in having pupils participate in community activities?

3. How relevant can these learnings be made for pupils?

There are advantages in having pupils participate in community affairs.

1. Learnings can be highly realistic for pupils.

2. Pupils become actively involved in learning.

3. School and society become integrated entities.

4. Learners have opportunities to practice good citizenship.

Disadvantages which may be listed for pupils becoming actively involved in community work include the following:

1. Mundane tasks may be performed by pupils.

2. The lay public may question the values involved in having pupils participate in community work.

3. There is a question, of course, pertaining to priorities in the public school curriculum.

4. The cost may be high in terms of money when having pupils participate in community affairs, such as transportation costs.

Camping Experiences and the Social Studies

There are selected elementary schools which provide camping experiences for pupils away from the school setting. Boy Scouts, Girl Scouts, and 4-H Club organizations have provided camping experiences for young people over the years. Thus, camping experiences for pupils may have the following opportunities to offer in relationship in the public school curriculum:

1. Pupils have opportunities to learn from a completely different environment as compared to the school setting.

2. Learning activities provided for pupils can be more varied as compared to those provided in the school setting only.

3. More facets of everyday living can be stressed in camping experiences as compared to what is experienced during a **regular** school day.

4. Teachers may get to know pupils in an informal environment and under different conditions.

Disadvantages which may be listed in having pupils participate in camping experiences involve the following:

1. There are adequate opportunities for pupils to participate in camping experiences through organizations such as Boy Scouts and Girl Scouts.

2. The cost of providing camping experiences for pupils may be excessively high.

3. It is not necessary for pupils to attend a campsite area to have worthwhile educational experiences.

4. Excursions can be taken to the community to aid pupils in experiencing reality.

5. There are other ways of having pupils experience reality such as having resource personnel come to the class setting. Teachers and pupils may bring objects and models to the class setting; thus, reality in degrees is brought into the classroom.

Performance Contracting

A few years ago performance contracting was given considerable limelight. Performance contracting emphasized the following:

1. The company doing the contracting guaranteed a given school a certain level of gain in pupil achievement within a specified time.

2. Terms of the agreement were stated in a contract.

3. The company was to receive no payment for those learners who did not achieve according to specified results in the contract.

4. Teachers were trained to use methods and procedures of teaching as emphasized by the company engaged in performance contracting.

Disadvantages given for performance contracting included:

1. No one in advance can predict needed pupil gains in a given school year.

2. It is difficult to determine which tests should be utilized to measure pupil achievement in a pretest-postest situation.

3. No test can measure all relevant achievement that pupils need to make.

4. Methods and materials used in teaching as recommended by companies may stress lower level cognitive learnings.

5. Pupils' needs may not be met in the school setting.

Advantages which may be listed for selected schools participating in performance contracting are the following:

1. The methods and materials utilized in teaching may provide for individual differences among selected learners with unique learning styles.

2. Attempts are made in pinpointing pupil gains in a given school year.

3. Parents may be more satisfied with the school setting if learner achievement can be verified.

4. Payment to schools for pupil achievement is made only if predetermined levels of achievement have been acquired.

5. Teacher skills may be updated with appropriate recommended methodology and materials if the company engaged in performance contracting emphasized inservice education of teachers.

Criterion Referenced Supervision

With the use of specific behaviorally stated objectives, selected educators have recommended criterion-referenced approaches in supervision of instruction. Criterion-referenced supervision recommends utilizing the following criteria:

1. The supervisor assessing the quality of objectives with the teacher prior to observing teaching-learning situations.

2. Alternative objectives may be emphasized by the supervisor if the latter perceives this to be necessary.

3. The quality of teaching is evaluated in terms of how well pupils have achieved the desired objectives.

4. Harmful side effects on the part of pupils in teaching-learning situations are also evaluated by the criterion-referenced supervisor.

5. If pupils have not achieved stated objectives, the criterion-referenced supervisor may suggest alternative learning experiences.

Advantages given for using the criterion-referenced approach to supervising instruction include the following:

1. It can be an objective way of supervising instruction since teacher success is evaluated in terms of pupils' achieving agreed upon objectives.

2. Stated objectives written by the teacher are further assessed by the supervisor in attempts at having pupils achieve the best objectives possible.

3. The success of learning activities is evaluated only in terms of pupils achieving desired objectives.

4. Pupil achievement can be assessed in terms of having achieved stated specific objectives.

Disadvantages which may be given in question form in relation to using criterion-referenced supervision include the following:

1. How far in advance do supervisors need to study teachers' selection of objectives before the observational visit is made?

2. Is the achieving of specific objectives by pupils the only reasonable criteria to emphasize when evaluating teacher performance?

3. Are supervisors adequately knowledgeable to recommend alternative objectives in a limited amount of time, other than those stated in writing by teachers?

4. Are teachers and supervisors in the best position to specifically determine objectives that pupils are to achieve? Should pupils be involved in determining educational objectives which they are to achieve?

5. When observing teachers teach, can supervisors immediately notice harmful side effects on the part of learners in teaching-learning situations? (Detrimental learnings for pupils may be revealed more so over a longer period of time.)

6. Can all worthwhile objectives such as critical thinking, creative thinking, and problem solving be stated behaviorally?

In Summary

There are selected issues which teachers and supervisors should study, analyze, and appraise. Ultimately, a synthesis should be developed to implement a quality curriculum for each student.

These issues include:

1. how basal textbooks should be utilized.
2. the degree that inquiry methods of teaching should be emphasized.
3. committee as compared in individual tasks for pupils.
4. broad versus precise objectives in the curriculum.
5. structual ideas in the social studies.
6. emphasis upon anthropology, sociology, and economics in ongoing lessons and units.
7. teacher-pupil planning.
8. programmed learning in the curriculum.
9. competition versus cooperation in student endeavors.
10. student involvement in the community.
11. camping experiences for students sponsored by the school.
12. performance contracting.
13. the utilization of criterion referenced supervision to improve the social studies.

MYTHS IN EDUCATION

There are selected myths echoed as slogans in education in American society. These statements need identification and placed in their proper perspective.

1. Teachers have failed to teach the basics. First of all, the basics have never been identified. Generally, the basics are conceived of comprising reading, writing, and arithmetic or the 3 R's. However, this would be a narrow curriculum indeed. Teachers have also taught science, mathematics, health, art, music, and physical education.

Many students in the United States have achieved very well in all academic areas in the public schools. Money for education has been highly restricted, such as beginning teachers with a baccalaureate degree receiving $12,000 a year for their professional services. And yet, the public schools are able to turn out students who do exceptionally well in higher education and in the world of work.

Too frequently, the American economy has experienced recessions/depressions which has then offered limited opportunities in job and work opportunities for high school and university graduates. Teachers in the public schools must do the best job of teaching possible, and at the same time society needs to provide opportunities for use of students' talents and abilities. Bankruptcies and factory foreclosures, which have been numerous in number in American society in the past three years, indicate a lack of skill in the business world. If schools provide quality educated individuals, the business world must then shore up its own responsibilities by providing jobs and work for graduates.

2. Schools are responsible for vandalism, delinquency, teenage pregnancy of unwed girls, drug abuse, and unemployed persons. It would be excellent and easy to make one institution in society, namely education, responsible for all ills in the United States. Then, one could take care of the weaknesses in American education with ample money to make for a smaller teacher-pupil ratio, secure newer, better

textbooks (not old 1963 textbooks in today's times), equipment (such as filmstrip, slide, and film projectors with their audio-visual materials), as well as suitable buildings (not outdated noisy steam radiators where temperature readings soar to 95 degress during school hours). The business world would never tolerate outdated equipment and low salaries as is true of equipment and income of teachers in the public schools.

To eliminate weaknesses in society with heavy responsibilities for these endeavors being placed upon the schools is, of course, to find a scapegoat, Aren't there numerous other accountable institutions in society? What about the family, the home, the business world, local, state, and federal government? If education and schooling is that important, why the low salaries of teachers--$12,000 a year for a beginning certified teacher with four years of completed academic course work in an approved college or university?

Diverse institutions, other than schools and education, must also take their share of responsibilities to educate pupils in the public schools.

3. Public schools need to accept models from the private sector for efficiency and excellence. The business phase of society has certainly emphasized instability in the last few years, in particular. High unemployment continues to be in evidence in society. Factories fail and bankruptcies still are in evidence. Japanese imports, as well as imports from other nations, threaten sales of American products in this nation, as well as in other countries.

Both, the private sector (the business world) and the public sector (including the public school systems) have their significance in the United States. Each sector, the private as well as the public, must compliment the other. Certainly American schools could not operate as a business since making profit is not at all a goal. Rather, each learner needs to achieve optimally.

Government is needed on the local, state, and national levels--this also emphasizes the public sector since the profit motive cannot be emphasized here. No one could say that the military in the United States should emphasize making of profit. Thus, the defence establishment is a part of the public sector.

To say that one sector, public or private, is more significant than the other is to emphasize the ridiculous. Neither does one sector, public or private, provide a duplicate model for the other. Both sectors are needed and provide different services in any society.

Barrages of criticism toward the public sector only, which has been true of schools in the United States, is not based on evidence. One can criticize all institutions in society. No doubt, each could improve much be it the professions of law, medicine, architecture, dentistry, and the military. To briefly emphasize weaknesses in other professions than teaching,

(a) Chief Justice of the United States Supreme Court Warren Burger has been highly critical of incompetence among attorneys, as well as of high costs of attorney fees for services performed.

(b) law suits against medical doctors are definitely in evidence.

(c) the Hyatt Regency hotel in Kansas City, three years ago, surely reflects incompetency in architecture.

(d) a dentist from Missouri was sentenced for murder.

(e) adequate protection and defense for Marine corps members in Beirut was lacking when 246 of these servicemen lost their lives due to a car bombing from enemy actions.

4. Teachers actually do not need or want more money for teaching. Numerous studies have been make by administrators in education concerning what teachers actually desire. Increased income, according to these studies, is not really what instructors want. One wonders who was included in the study and which methods were utilized to conduct research. I frankly don't see how teachers can live on the salaries received. $12,000 a year for a beginning teacher with a baccalaureate degree is considered satisfactory by society in Northeast Missouri, if the positions are available. No doubt, the only way a teacher can make ends meet in teaching is if the female teacher's husband has adequate income. I have known of cases where a divorced woman teacher has her children on free lunches. The teacher may also

receive food stamps.

And yet, society expects teachers and the schools to have each student become proficient in reading, writing, and arithmetic.

Would school administrators offer their services for what teacher's receive in remuneration for teaching? Administrator studies many times indicate teachers want student achievement and not higher salaries. Studies of this kind should have a moratorium unless it can be verified which teachers were involved in the study of teacher's needs. Random sampling techniques recommended by researchers need to be used in any study. If teachers actually want pupil achievement only and not additional moneys, are school administrators more selfish than teachers in desiring liveable salaries plus, for work performed? Should their salaries reflect dedication only, and not money and increments in pay?

5. Class size has nothing to do with teaching effectiveness. Selected research studies show no relationships between numbers of students in a class and achievement of these students. That certainly is an odd conclusion. Common, rational sense would say that, all things being equal, the larger the number of students in a class, the more difficult it becomes to provide for individual differences. If the research studies are true, why not place 500 students in one classroom? Class size is not related to student achievement, according to this kind of research. Why not add to the dilemma teacher dedication only, and not higher salaries for teachers (see number four above)?

I think if we are honest with ourselves, we realize that class size is a tremendously important concept to consider in emphasizing learner achievement and progress. It becomes more difficult to provide for each student as the numbers are increased of students in a classroom. Add to the increased numbers, an active disrupter of teaching. Teaching becomes an impossible task if numbers in an average classroom go beyond 25. On the elementary schools, the writer would recommend fifteen pupils per classroom with special teachers to work with disrupters. Disrupters should be in a classroom with a low student-teacher ratio, perhaps a five to one ratio. Each pupils needs to achieve optimally. With appropriate numbers in a classroom and a lack of disruptions, each learner might then develop needed skills in the three R's, as well as in other curriculum areas.

6. Research results are the answers to problems in education. There has been much conflict in terms of outcomes in educational research. For example, in the 1960's, much credence was placed upon the Coleman study, as well as the Jencks study. In their conclusions, schools were really not a very important factor in terms of pupil achievement. The home and society were considered to be more important educators of pupils of school age. It sounds much different today with slogans such as the following:

(a) "teachers are not teaching the basics."

(b) "SAT scores from students declined from 1963-1980," (due to poor teaching, without accounting for the differences).

(c) "our schools are in a mess."

(d) "the solid courses are not being taught."

(e) "three years each of science, mathematics, and social studies, as well as four years of English should be required of each student graduating from high school."

(f) "students are taking the easy classes, the frills and fads."

It sounds like the public schools then are truly vital institutions. This is further exemplified by the following slogans:

(a) "We have left God out of our schools. That accounts for the many problems schools face."

(b) "The Japanese have overtaken us in productivity. What is wrong with our schools?" It sounds as if the business world is not responsible for their shortcomings.

(c) "Drug abuse and alcoholism abound in society and in school. What are the schools doing in this area?" It sounds as if the public schools can have a pure, immaculate environment free from societal influences. Also, if literal interpretation is involved, legal and law enforcement agencies are not responsible from harmful drug imports. Should schools also regulate and monitor drinking occuring in homes and in society?

(d) "There is vandalism which should not be present in schools." Evidently, vandalism is not as serious in society as in the school arena, even though much more vandalism occurs in society. A pure environment must exist in school, but not in society, according to these slogans.

In Conclusion

There certainly have been a barrage of criticisms aimed at public schools in the United States. Are the public schools really that bad? The writer doubts that the public schools achieve at a lower rate than any other insitution in society. In fact, there is not ample evidence to justify criticizing the public school system to any degree that is in evidence today. Newspaper, radio, and television reports of news on education lack evidence to support criticisms made. Writers in educational journals merely write opinions on how bad the public schools are. The writer supervises student teachers in public schools where the learning environment is truly excellent and students are learning much, as indicated by objective data. To be sure, there are weakspots in American education that need modification and improvement. Each teacher needs to help pupils achieve as much as learner abilities permit.

The writer believes that public schools are blamed too frequently for weaknesses in society, such as epidemic child abuse, alcoholism and drug abuse in society, arson, and crime and divorce.

It is quite obvious that other institutions, than education, are not performing at an appropriate level. With all the money spent on defense in the United States, it would appear that more positive consequences would have been in evidence in Lebanon. Thus, any institution can be criticized heavily in American society. Maybe it would be best to appraise and improve an institution rather than have an aimed barrage of criticisms, education included.

VALUES CLARIFICATION AND THE CURRICULUM

We are all basically aware of the many changes occurring in American society. Among others, these include the following:

1. Better means of informing the public as to happenings on the local, state, national, & international levels.
2. Movement of population within a city, as well as mobility of individuals between cities, states, within the nation & world.
3. Problems pertaining to inflation & unemployment.
4. Hot wars & cold wars in selected areas of the world.
5. A highly mechanized and technological society in which individuals may experience an objective & impersonal environment.
6. An increased crime rate in selected areas of the United States.
7. Discrimination toward people of minority groups
8. Changes in the natural environment due to the construction of homes stores, streets, & roads.
9. Concern over pollution in its several forms
10. Drug abuse, alcoholism, and other personal problems faced by selected individuals

In noticing these trends in American society, it becomes rather obvious that curricular offerings in the public schools must be evaluated continually in terms of a changing society. Thus, the public school curriculum should emphasize the importance of pupils critically examining diverse sets of values or beliefs.

Ultimately, pupils need to develop a creative set of values which give guidance & direction in the making of decisions or choices. This is an age old problem. Witness the following verse taken from Phillipians four, verse eight (King James version of the Bible):

> "Finally, brethren, whatsoever things are true, whatsoever things are honest. whatsoever things are just. whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, & if there be any praise think on these things"

This writer, no doubt, generally valued what was true, honest, just, pure, lovely, of good report, virtuous, & praiseworthy more than other ideals or values. There, of course, would be differences of opinion among human beings as to what is true, honest, just, and so on. Thus, each individual would need to clarify his/her thinking on each of these concepts.

Selected goals that individuals in American society presently stress as being important may include the following:

1. Obtaining a prestigious job or position.
2. Earning a large income.
3. Living according to God's will & attaining eternal life.
4. Being highly knowledgeable about various facets of subject matter content.
5. Showing refinement & polish in dealing with others.
6. Being a good conversationalist.
7. Having much influence over others.
8. Being a member of the "inner circle" of important clubs & organizations.
9. Living in a favorable socio - economic area.
10. Keeping up with the Smiths in terms of dress & means of transportation.

VALUES & ISSUES IN SOCIETY

Which values are relevant for pupils to examine? Raths, Harmin, & Simons[1] write the following:

> Modern life in the United States is rich with choices & opportunities, but is is also very, very confusing for a child to comprehend. Although few of us would willingly return to the simple & more austere life of earlier days, we must recognize the penalty we pay for the complexities of the present. One of those penalities deals with values. It is certainly much more difficult today than it was at the turn of the century for a child to develop clear values.

With the rapid changes occurring in American society, objectives pertaining to value clarification need to be carefully selected. Some possibilities will now be discussed.

1. Attitudes toward war may be viewed from opposite ends of a continuum. Toward one end of the continuum, pupils may examine values generally held by diverse groups of Mennonites who emphasize alternative forms of service rather than aiding military efforts. Alternative forms of service could emphasize teaching in foreign countries, distributing food & clothing to the needy, & working in hospitals. Toward the other end of the continuum, pupils may examine the thinking of leaders in the armed forces who stress quick, rapid military intervention in a troubled nation to keep enemy nations at a distance. In between points on the continuum, of course, should also be examined by pupils on attitudes toward war.

Feelings pertaining to direct intervention in conflicts involving war have changed much within a few years. Approximately twenty years ago, a general attitude was exhibited that the United States was "right" in its efforts in South Vietnam. Today, of course, most Americans say it was a tragic mistake to become involved in that country militarily. During and after World War II, the American soldier had become somewhat of an ideal in society. This image has changed somewhat since that time.

---

[1] Raths, Louis E., Merrill Harmin, & Sidney B. Simon. Values & Teaching: Working with Values in the Classroom. Columbus, Ohio: Charles E. Merrill Publishing Company, 1966. Page 15.

2. Attitudes toward the free enterprise economic system may be examined from diverse points of view on a continuum. Toward one end of the continuum, pupils may examine values pertaining to near complete freedom on the part of each individual in getting to the top economically. Laissez faire capitalism and the thinking of Adam Smith (1723-1790) in his book, The Wealth of Nations (1776) as well as selected children's library books written by Horatio Alger (1834-1899) could provide needed content here. The latter's writings emphasized poor individuals obtaining much wealth and respectability ultimately. Senator Barry Goldwater from Arizona and President Ronald Reagan from California strongly emphasize tenets of the free enterprise system. Their ideas may be evaluated by pupils with teacher leadership.

At the other end of the continuum, pupils may study the thinking of the Hutterites, a communal group, living in selected areas of the United States, such as in South Dakota, Montana, and Washington. Property is owned in common in a Hutterite colony. The model for their thinking comes from the Book of Acts (Chapter Two) in the Bible where early Christians voluntarily owned property in common. As one source of content pertaining to the thinking of the Hutterites, pupils may read from the illustrated book, The Hutterite Way by Paul S. Gross.

Values in American society need to be clarified in terms of degrees of freedom each person or group should have in realizing top achievement in the economic sphere.

a. Should there be some kind of guaranteed income to unemployed individuals? If so, how much?

b. How much emphasis should be placed upon welfare needs as compared to military or other needs in the United States?

c. In controlling inflation, which groups or individuals are hurt and which benefit in the process? What are the moral issues involved in controlled inflation?

d. What conflicts exist between controlling inflation & recessions?

3. Attitudes toward methods of taxing individuals & groups need to be clarified. The issue involved here pertains to who should be taxed & how much. To clarify values the following questions may be discussed pertaining to taxing individuals at the federal level:

   a. Should individuals be permitted to totally deduct the cost of dental expenses, eye glasses, medical expenses not covered by insurance, depreciation on one's home & furniture, and needed expenses pertaining to upkeep of the home? Or, should deductions be permitted only if the profit motive is involved such as in repairs to rental property, depreciation on tools, furniture, & buildings used in business, and necessary expenses involved in soliciting customers in the business world? If individuals have a high income & through deductions no federal tax need be paid legally, should these persons still be forced to pay a certain per cent of their net income in taxes?

   b. Should individuals pay payroll taxes, for example, on the first $10,000 of income earned or should persons be exempt from this taxation for the first $10,000 of income? Thus, the question arises as to who should pay for the costs of benefits to individuals from social security.

   c. How should each state implement its programs in obtaining adequate revenue? For example, should each state continue to emphasize the use of the sales tax? Would there be more just ways of taxing human beings such as all taxing within a state be done on the basis of income received?

4. Attitudes toward liberalism versus conservatism in the United States need to be clarified. It is easy for individuals to acknowledge that they are liberals, conservatives, or middle of the roaders. One, however, could think of a line segment with points on a continuum to represent these diverse points of view pertaining to different segments of society. Alvin Toffler in his well-known book Future Shock would say that rules, regulations, laws in school & society are not keeping up with rapid changes going on in society. We have all, of course, heard of the other end of the continuum point of view represented by the statement of going back to the ideals of Washington, Jefferson, & Hamilton. The question may arise as to the context of these ideals. In between points of view may also be mentioned such as keeping some of our time honored traditions & modifying the obsolete. Questions such as the following arise when thinking of the liberal-conservative continuum:

   a. Should the traditional family consisting of parents and children receive favorable approval only or should the value systems of individuals in society be modified to accept other adaptable systems of group living?

   b. In situations involving divorce of parents, who should be entitled to receive custody of children as well as child support payments? Usually, the mother is granted custody of offspring & money for their support. Should fathers receive custody of offspring & even child support payments from the mother in, approximately, fifty per cent of cases involving divorce? Or, do fathers biologically make for a poorer or not caring guardian of offspring as compared to the mothers? Should the major criterion be in awarding custody of offspring as to who actually would make the better parent rather than the sex of the individual?

   c. In situations involving prisoners in American penal institutions, there are basically two opposite points of view on a continuum as to concepts pertaining to their treatment. Toward one end of this continuum, one segment of American society would say that the ultimate goal of prison life should be rehabilitation. These prisoners generally then are to become useful members in society. Toward the other end of the continuum, the concept adhered to in dealing with individuals in American prisons would be punishment for past deeds done. It is felt here that the prisoner will not commit a major or perhaps even a minor crime if he or she will continually face punishment for misdeeds.

There are selected issues that need resolving such as the following:

a. Why are many more men in prison as compared to women? The question arising here pertains to "are men more violent and prone to crime as compared to women? Is there a need for major revision of selected present day laws in the United States? Why?

b. Why is the percentage of blacks in prison much higher than that of whites? Higher rates of unemployment may make for increased numbers of inmates in prison from a specific minority group.

c. Would training inmates for acceptable jobs, good food, decent clothing, proper living quarters & respectful treatment guide inmates in becoming contributing members of society upon release from penal institutions? Or, should punishment in its various forms be utilized to correct the behavior of inmates? Would these methods help in changing the conduct of present day prisoners in prisons around the United States? What should be the role or roles of jails and prisons in correcting behavior of selected individuals.

d. Under what conditions does behavior of individuals change when recommended theories of learning are emphasized such as the stimulus-response school of thought?

5. Attitudes toward law and order versus justice need to be clarified. Toward one end of a continuum, pupils should have ample opportunities to study the thinking of individuals who recommend a strong law and order orientation in American society. Thus, the laws that are presently on the books in the United States would be strictly enforced. Major and minor crimes committed by individuals would be recognized immediately by law enforcement officers with quick punishment as defined by law or precedent meted out to offenders. Toward the other end of the continuum, advocates of justice rather than law and order only, would emphasize the following generalizations:

   a. laws in society continually should be examined thoroughly as to their strengths, weaknesses, and loopholes.

   b. exceptions may need to be made in terms of fines and sentences for individuals based on needed modification of present day laws.

   c. circumstances of an individual in a given situation may necessitate great leniency in terms of prosecuting individuals for selected crimes such as a mother stealing selected food items to feed hungry members of the family.

In between the concepts of law and order versus justice in American society, pupils may study in between main ideas of generalizations on the continuum.

In Summary

There are many values that need clarifying on the American scene. It certainly can be said that pupils are bombarded with diverse values presented on television, newspapers, magazines, and radio. In interactions with other human beings, pupils experience conflicts and agreements in terms of what standards are best for individuals to live by. These diverse values need to be clearly understood. Ultimately, each pupil, hopefully, will develop a positive set of ideals, beliefs, and goals which may be accepted and give direction in the making of decisions in every day life.

Selected Bibliography

Doll, Ronald C., *Curriculum Improvement*. Boston: Allyn and Bacon, Inc., 1986.

Gross, Paul S. *The Hutterite Way*. Saskatoon, Canada: Freeman Publishing Company, 1965.

Hawley, Robert C. *Value Exploration Through Role Playing*. New York: Hart Publishing Company, Inc. 1975.

Joseph, Pamela. "Value Conflict in Law Focused Education: The Problem of Teacher Anxiety," *Social Education*, March, 1975.

Raths, Louis E., et.al. *Values and Teaching*. Columbus, Ohio: Charles E. Merrill Publishing Company, 1966.

FORMATIVE AND SUMMATIVE EVALUATION

A quality teacher is a good evaluator. Each teacher or teaching team needs to evaluate if learners individually are achieving stated objectives. To ascertain if ends are being attained, a viable system of evaluation needs to be in evidence. There are diverse evaluation techniques to utilize in determining if learners are achieving objectives. Jarolimek discusses the following appraisal techniques:

1. group discussion
2. observation
3. checklists
4. conferences
5. anecdotal records
6. work samples
7. experience summaries
8. diaries and logs
9. sociometric devices
10. teacher-made tests
11. standardized tests[1]

Results from learners utilizing the above named appraisal techniques may well provide needed information on individual learner progress.

Thus, a variety of evaluation techniques might be used to assess pupil progress. Evaluation techniques may be utilized at any point in the instructional sequence in an ongoing unit of study. Formative evaluation is then in evidence. A purpose in using formative evaluation is to notice if pupils individually are achieving ends during the time a unit is taught. Further, the teacher may change objectives and learning activities due to feedback from formative evaluation results.

With summative evaluation, the teacher appraises at the end of the unit to notice pupil achievement within the framework of the total unit.

---

[1] John Jarolimek, Social Studies in Elementary Education. Sixth edition. New York: The Macmillan Company, 1982, pages 348-363.

Unit Teaching and the Evaluation Process

W. James Popham, a behaviorist, from the University of California presents the following recommended model in developing a teaching unit:

1. precise instructional objectives.
2. pretest.
3. day-by-day activities.
4. criterion check.
5. posttest.
6. resources.
7. backup lesson.[2]

In analyzing the above named teaching unit model, James Popham emphasizes for step one the writing of measurably stated, not general objectives. Clarity of intent as to what teachers are to teach and learners are to learn is highly significant. Vague objectives need to be eliminated. Step two emphasizes a pretest be developed by the teacher or team of teachers. The pretest should cover all the stated specific objectives. Paper-pencil test items (true-false, multiple choice, matching, essay, and completion items) may be utilized in the pretest. However the pretest should not consist solely of teacher-written test items. Discussion, among other informal procedures, might also be utilized to ascertain present learner achievement in terms of pretesting. Based on pretest results, each pupil might then achieve new attainable ends.

Step three in the Popham model emphasizes using vital learning activities to achieve new achievable ends. Each activity chosen must match up directly with a specific objective. It might be necessary to utilize more than one learning opportunity to guide a pupil to attain a measurable objective. In step four, a criterion check is utilized. The criterion check emphasizes measuring pupil progress continually to notice if specific objectives are/are not being achieved. Formative evaluation emphasizes appraising learner progress during the time a unit is in progress. A new teaching strategy may need implementation for those pupils not achieving vital objectives.

---

[2] W. James Popham, Teaching Units and Lesson Plans. Los Angelos: Vimcet Associates. (Filmstrip and tape).

Step five in the Popham teaching unit model emphasizes the posttest concept. Thus, at the end of a unit, the teacher wishes to ascertain what learners have accomplished from the entire unit. Summative evaluation is then in evidence. Step six (resources) advocates teachers recording which audio-visual aids, objects, and reading sources will be used within the unit being taught. The backup lesson (step seven) provides teachers with security in teaching pupils. If materials for any lesson in the unit do not materialize, other activities need to be available to take their place in the backup lesson.

Which philosophical/psychological premises might be inherent in the teaching unit model of James Popham?

1. whatever pupils learn is measurable. That which has been learned by the pupil comes to the surface and is observable as well as measurable.
2. pretesting based on stated measurable ends provides a teacher with rather sound knowledge in terms of where each pupil is presently achieving in cognitive, affective, and psychomotor objectives.
3. each learning activity selected guides pupils to attain measurable ends. No other stimuli need be inherent in any learning opportunity.
4. from the pretest to the posttest, it can be determined what a given set of pupils has learned under the guidance of the teacher. Influence in unit teaching of other individuals on pupil learning is then minimized or omitted.
5. the concept of accountability is in evidence. From formative and summative evaluation results of each learner, the teacher may objectively verify pupil progress to parents, administrators, and supervisors.

Humanism in the Curriculum

Humanists advocate the following concepts and generalizations:

1. pupils being involved in selecting objectives, learning activities, and evaluation procedures.

2. learners developing feelings of an adequate self-concept. Teachers, supervisors , and administrators need to meet needs of individual learners. A. H. Maslow, late humanist educator, has identified five classes of needs in ascending order of complexity. Pratt wrote the following pertaining to Maslow's hierarchy of needs:

> Once human needs are accepted as the foundation for curriculum, the critical question is What are the significant human needs?
>
> Anyone addressing this question does so in the shadow of the great American psychologist Abraham Maslow, who a generation ago attempted to place the study of needs on a scientific footing. Maslow (1954) identified five classes of human needs: physiological needs, need for safety, social needs, need for esteem, and need for self-actualization. His classification has much merit, although it could be argued that it contains some redundancy. The need for safety or security, for example, is not a discrete need, so much as the confidence that other needs will continue to be met in the future. The need for esteem contains elements both of social needs (esteem of others) and of self-actualization (self-esteem). There are also significant additional needs that cannot easily be contained within Maslow's categories.
>
> Five fundamental types of human need, based largely on Maslow's taxonomy, may be suggested for the consideration of the curriculum designer. These are need for self-actualization, need for meaning, social needs, aesthetic needs, and survival needs.[3]

The curriculum in school and in society must attempt to meet needs of students. Thus, the learner may more optimally achieve self-realization.

Humanists recommend that learners individually and collectively with teacher guidance select objectives, learning activities, and evaluation procedures. Four means in emphasizing a humanistic curriculum are emphasized below:

1. individualized reading. An ample number of library books on diverse topics and reading levels needs to be in the offing. Each pupil may then sequentially select library books to read. After completing reading a library book, pupils with teacher assistance may evaluate achievement of the former in terms of understandings, skills, and attitudes acquired.

2. contract system. Each learner with teacher help may develop a contract which contains sequential activities

---

[3] David Pratt, Curriculum Design and Development. New York: Harcourt Brace Jovanovich, Inc., 1980, page 54.

for the former to complete. The due date, as well as signatures of the involved pupil and teacher need to accompany the contract.

3. pupil-teacher planning. Within any unit of study, pupils with teacher guidance may choose objectives, learning activities, and appraisal procedures.

4. learning centers. Each pupil may choose tasks to complete sequentially at diverse learning centers. An adequate number of tasks needs to be available so that each pupil may progress optimally in sequential experiences pursued. Tasks lacking perceived purpose and interest may be omitted.

Pertaining to humanism, Morris and Pai wrote:

> The advocates of affective education allege that the traditional emphasis on the intellectual aspect of learning has destroyed children's curiosity, creativity, and imagination. These harmful consequences are said to have resulted not only from our schools' preoccupation with the cognitive dimension of the child but also from the suppressive, coercive, and punitive school environment. And since many humanistic educators are convinced that children's innate curiosity and creativity will grow and blossom if given an emotionally enhancing atmosphere, they insist that children's affective aspects be nurtured by allowing them spontaneously to express their emotions. At least in principle, the goals of affective education are necessary catalysts to make education more humane in a society wherein so many human beings are estranged from each other and the worth of a person is measured in terms of his or her efficiency and productivity.
>
> Because affective educators attempt to make the learning environment more supportive, spontaneous, and rewarding, what children learn can be made less abstract and remote from their own experiences and interests. In addition, the learner's active participation in the learning process beyond verbal and auditory involvement makes learning more personally meaningful.[4]

In Conclusion

Behaviorists believe that formative and summative evaluation of learner achievement can be precise and measurable. Feedback from evaluation results need to be utilized to improve the curriculum. Thus, improved specific objectives, learning activities, and appraisal procedures selected by teachers might be a relevant end result.

---

[4] Van Cleve Morris and Young Pai, Philosophy and the American School. Second Edition. Boston: Houghton Mifflin Company, 1976, page 397.

Humanists involve pupil input in choosing ends, means, and evaluation techniques to ascertain personal learner progress. Pupils with teacher guidance then are involved in determining the curriculum. Since pupils with teacher assistance make curricular decisions, open-ended general objectives are advocated. Formative and summative evaluation concepts applied to humanism, as a psychology of learning, would emphasize that in general, not in measurable terms, learners can reveal evidence of increased interests and purposes in ongoing learning activities. Self-realization is a major objective to be emphasized in a curriculum, emphasizing humanistic tenets.

Selected References

Jarolimek, John. Social Studies in Elementary Education. Sixth Edition. New York: The Macmillan Company, 1982.

Morris, Van Cleve, and Young Pai. Philosophy and the American School. Second Edition. Boston: Houghton Mifflin Company, 1976.

Popham, W. James. Teaching Units and Lesson Plans. Los Angelos: Vimcet Associates. (Filmstrip and tape).

Pratt, David. Curriculum Design and Development. New York: Harcourt Brace Jovanovich, Inc., 1980, page 54.

ASSESSING PUPIL ACHIEVEMENT

It is important for teachers, principals, and supervisors to utilize a variety of techniques to assess pupil achievement in the social studies. This is true for a variety of reasons:

1. Not all techniques of assessment evaluate the same facet of achievement. For example, teacher-made tests generally evaluate academic learnings and not social development of children.

2. Pupils do not respond equally well to diverse means utilized to assess pupil achievement. For example, pupils on the intermediate grade levels not possessing a good writing vocabulary may do rather poorly on an essay test.

3. Selected pupils do not read well. Thus, achievement in true-false, multiple-choice, completion, essay and matching items may not be optimal for learners who have difficulty in reading.

Writing Teacher-Made Test Items

There are selected criteria that educators should follow when writing teacher-made test items.

1. Test items should be written on the understanding level of pupils.

2. Meaningful test items which are valid and reliable should be written by teachers.

3. Ambiguity in written test items should be eliminated.

Examples will be given and discussed pertaining to different kinds of test items which teachers may write to assess pupil achievement. The following are examples of true-false items:

1. Paris is the capital of France.

2. Major farm crops of the midwestern part of the United States include corn, soybeans, and hay.

3. Spain and Mexico contain areas of land which can be classified as being like a desert.

The first true-false item above represents recall of information which could represent the lowest level of cognition. The pupil would merely recall if Paris is or is not the captial city of France. The second objective may also represent the recall level of cognition in that pupils would respond to a memory item as to the main crops of the midwest area of the United States. It could also represent a higher level of thinking if the child related climate and soil to the kinds of related crops that could be grown. The third objective could be recall of information by pupils if they have learner previously that both Mexico and Spain have desert regions. True-false items written by the teacher to assess pupil achievement in ongoing units of study in the social studies should reflect learner achievement in analyzing and synthesizing information as well as in problem solving.

Multiple-choice items written by the teacher may also be utilized to assess pupil achievement in terms of stated objectives in ongoing units of study.

London is the capital of
(a) Great Britain. (b) France. (c) Spain. (d) West Germany.

In writing the above stated multiple-choice item, the following criteria were followed:

1. The stem together with each of the responses makes a complete sentence.
2. No clues are given in the stem as to which is the correct response.
3. Each of the responses may be considered as being plausible since countries of Europe represent distractors in this test item.
4. Responses are somewhat similar in length.

The multiple-choice item discussed previously is limited in content coverage and pertains to recall of content by pupils. The following multiple-choice item would generally pertain to a higher level of thinking as compared to the recall level depending upon the learner's present level of achievement:

Which of the following does not belong?

(a) Great Britain is noted for its achievement in manufacturing products.

(b) Great Britain produces more farm products than it can use.

(c) Great Britain is located in Western Europe.

(d) Great Britain is not a part of continental Europe.

In the above multiple choice item, the learner needs to analyze which statements are true about Great Britain and which generalization does not apply. If the student has been taught each of these generalizations directly, recall of information is all that is necessary to respond correctly to the test item.

Completion test items may be written to assess pupil achievement. These test items should emphasize, among others, criteria such as the following:

1. The items relate to stated objectives in teaching-learning situations.

2. Adequate information is given in each item so that pupils know what is wanted in terms of correct responses.

3. If more than one response is correct in the completion item, the teacher must give proper credit for the answer or answers.

Completion items, such as the following, may be written to assess learner progress:

________________ is the capital city of Japan.

The major manufactured products of Japan are________, ________, and ________.

Major farm crops grown in Japan consist of ________, ________, ________, and ________.

In the above completion items, factual responses are required to students. If pupils are asked to recall facts, relevancy of content is very important.

Essay items can measure pupil achievement in terms of relevant objectives if the following criteria are followed in writing these test items:

1. The essay items must be properly delimited. "Discuss present day United States" would be too broadly stated. Volumes of content could be written on that topic. "Discuss the concept of recession and how it affects most American workers" would be a more delimited relevant essay item.

2. Pupils must have an adequately developed writing vocabualry so that meaningful content can be written in response to essay items.

3. Responses of pupils to essay items should be assessed in terms of adequacy of ideas presented rather than the mechanics of writing (spelling, punctuation, usage, capitalization, and handwriting).

Matching tests may also be utilized in evaluating pupil progress. The matching test should pertain to one topic only (homogeneous content). Other criteria to follow in writing matching test items may include the following:

1. There are more responses in one column as compared to the second column so that the process of elimination may not be used excessively in completing a matching test.

2. Items for one column, to be matched with the second column, should contain important concepts or phrases only and not lengthy sentences. It is difficult to match column one with column two if lengthy sentences were inherent in each column.

3. The number of items in each column should be adjusted to what pupils can reasonably master. Too many items in each column of a matching test could be excessively difficult for learners when matching entries in column one with column two.

The following is given, as an example, of a matching test pertaining to a homogeneous set of items on colonization in the New World:

____ (a) Massachusetts Bay Colony
____ (b) Plymouth Rock
____ (c) Georgia
____ (d) Connecticut
____ (e) Rhode Island
____ (f) Pennsylvania
____ (g) New Netherlands

1. Roger Williams
2. William Penn
3. Puritans
4. James Oglethorpe
5. Pilgrims
6. Thomas Hooker
7. William Bradford
8. Peter Stuyvesant

Using Standardized Achievement Tests

Standardized achievement tests may be utilized to assess pupil progress. Standards to follow in utilizing standardized tests to assess learner achievement may be the following:

1. The tests must be recommended by specialists in the area of testing and measurement.

2. Tests used in the school must be reliable and valid.

3. The tests must guide in determining if pupils have achieved relevant objectives of the school such as problem solving, critical thinking, and creative thinking.

4. Items on standardized achievement tests and methods of administering need to be in harmony with child growth and development characteristics.

5. Teachers should have ample opportunities to assess items missed by pupils on standardized tests to determine if these selected items need to become relevant objectives in teaching-learning situations.

Using Checklists

Carefully developed checklists may be utilized to diagnose pupil difficulty in learning. Values to be obtained in using checklists in the class setting are the following:

1. The teacher may forget relevant facets of each child's achievement, unless progress is recorded for learners on an individual basis.

2. Specific errors and weaknesses exhibited by pupils may be diagnosed, recorded, and remedial work given to remedy perceived deficiencies.

The following is an example of a checklist which may be utilized to diagnose pupil progress in selected facets:

Name____ Date____________________________

1. The child actively participated in discussions.
2. The learner respects ideas presented by others.
3. The pupil stays on the topic being discussed.
4. The learner evaluated ideas critically.
5. Creative solutions are sought by the learner in the discussion.

In devising a checklist to assess pupil behavior, the teacher must

1. select important behaviors relating to ongoing units of study.

2. state behaviors as specifically as possible and still not sacrifice worthy objectives which are difficult to write with precision.

3. realize that his/her feelings will vary from one assessment situation to the next when checklists are utilized to evaluate pupil progress.

Developing a Behavioral Journal

It is important for the teacher to systematically record representative behavior of each child in the class setting. This is true for a variety of reasons.

1. Behavior of individual pupils may be forgotten unless it is recorded.
2. A pattern of behavior may be noticed for a pupil if the teacher records typical reactions of children on a regular basis.

There are several cautions to notice when writing behavior representative of a child.

1. Do not use vague, loaded terms such as "a child is a potential delinquent and trouble maker."
2. Record what is truly a random sample of a pupil's behavior. Do not record only negative behavior, but attempt to record representative reactions of any specific child.
3. Be aware of negative feelings that the teacher may have toward the learner.

Using Sociometric Devices

Sociometric devices are used to assess pupil progress in social and emotional development. This technique of evaluating pupil progress does not assess achievement in academic learnings. The teacher may ask pupils to write on paper responses to the following:

1. If you worked on a problem-solving activity with another person in the social studies, who would be your first choice, second choice, and third choice?
2. If you could play a game in social studies with three other children, who would be your first,second, and third choices?

There are selected criteria to follow when using the sociometric device to assess pupil growth in social development.

1. Keep the results obtained from pupil's response to questions strictly confidential.
2. Use responses from pupils' answers to selected questions to determine

committee membership in the social studies as well as in other curriculum areas.

3. Use the sociometric device at selected intervals to determine success in getting isolated and fringe area students to become accepted more so by others than was formerly ture.

4. Do not force pupils to respond to selected items if resentment on the part of individual students is in evidence.

Using Discussions

Pupils certainly reveal much of previous learnings obtained through participating in discussions. Selected criteria must be followed when pupils participate in discussion groups:

1. Each learner should contribute, but no one should dominate the discussion.

2. Learners should not digress from the topic being discussed.

3. Each member of the discussion group should attempt to present ideas clearly.

4. Ideas in the group setting should be discussed; this involves the use of critical and creative thinking as well as problem-solving skills.

The teacher of social studies may assess the following when learners participate in discussions:

1. levels of understanding that individual pupils have pertaining to relevant facts, concepts, main ideas, and generalizations.
2. skills that pupils possess which make a discussion truly effective.
3. attitudes that pupils have toward each other and the problem areas being discussed.
4. interest and enthusiasm that pupils reveal in ongoing learning experiences.

Using Diary Entries and Logs

Diary entries may be written by a committee of learners pertaining to content gained for each specific day of a school week. A different committee may record learnings gained on a daily basis for the next school week. Thus, committee membership changes as to who records daily diary entries in the social studies. This can prevent monotonous learning experiences on the part of pupils.

After diary entires have been written by pupils, the teacher may evaluate learner achievement in terms of having gained relevant concepts, generalizations, and main ideas.

Pupils in the class setting can refer back to the diary entries as purposes, needs, and interests dictate. By reviewing diary entries, pupils can have ample opportunities to review what has been previously learned.

Logs are quite similar to diary entries. A committee of pupils may record what has been learned from an ongoing unit of study at the end of a week. Committee membership in recording content acquired from a specific unit of study for each week should be changed. Variation in learning experiences is important for pupils. Logs may be used by pupils to review what has been learned previously.

The use of diaries and logs may be helpful to pupils in ongoing units of studies if the following criteria are followed:

1. Have pupils in their respective committee thoroughly appraise what has been learned before it is recorded.
2. Let learners decide which facts, concepts, generalizations, and main ideas to record.
3. Guide pupils in the direction of being responsible individuals when participating in committee work.
4. Evaluate with the involved committee as to the relevancy and importance of content recorded in diary or log entries.

Additional Methods to Use in Assessing Achievement

There are many other techniques available to assess pupil achievement in the social studies.

1. Pupils may construct models and objects related to a unit of study in the social studies. For example, in a unit on the Westward Movement, pupils in a committee may construct a model stockade. The teacher may then evaluate the quality, accuracy, and thoroughness of the completed model.

2. Pupils may dramatize selected scenes and situations pertaining to the previously mentioned unit on the Westward Movement. Thus, the teacher may evaluate pupil's knowledge, understandings, skills, and attitudes pertaining to this unit of study.

3. Business letters, friendly letters, reports, plays, and announcements may be written by individual learners. These written products may be assessed in terms of clarity and organization of creative ideas. The mechanics of writing may also be evaluated such as spelling, punctuation, capitalization, handwriting, and usage.

In Summary

There are many techniques available in assessing pupil achievement in the social studies. The following, among others, represent diverse ways of assessing pupil achievement:

1. teacher-made tests including the use of essay, true-false, multiple choice, completion, and matching test items.
2. standardized achievement tests.
3. checklists.
4. behavioral journal entries.
5. sociometric devices.
6. discussions.
7. log and diary entries.
8. other approaches such as construction, dramatization, and written products of learners may also be evaluated.

Selected References

Ediger, Marlow. *Developing the Relevant Elementary Curriculum*. Kirksville: Northeast Missouri State University Stenographic Office, 1974.

Payne, David A. (Ed.). *Curriculum Evaluation*. Lexington, Massachusetts: D. C. Heath and Company, 1974.

Remmers, H. H., H. L. Gage, and J. Francis Rummel. *A Practical Introduction to Measurement and Evaluation*. New York: Harper and Row, 1960.

Ten Brink, Terry D. *Evaluation, a Practical Guide for Teachers*. New York: McGraw-Hill Book Company, 1974.

Victor, Edward. *Science for the Elementary School*. Fourth Edition. New York: Macmillan Company, 1980. Chapter Eight.